DOCUMENT RESUME

ED 364 384 RC 019 406

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TITLE Tribal Perspective of the Impact Aid Program.
INSTITUTION National Indian Policy Center, Washington, DC.
PUB DATE [93]
NOTE 173p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Statistical Data (110)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *American Indian Education; American Indians; *Community Attitudes; Elementary Secondary Education; Equal Education; Federal Aid; *Federal Legislation; Federal Programs; Parent Participation; Program Evaluation; *School Community Relationship; School Districts; *School Funds; *Tribes
IDENTIFIERS *Impact Aid

ABSTRACT

In a survey of 59 tribes, 27 said they were dissatisfied with the way school districts consult with them under the Impact Aid Program. Impact Aid legislation provides additional funds to local school districts educating children whose parents are employed by the federal government or live on federal property. In 1958, Congress included children living on reservations under the provisions of this law. Districts are free to spend this money as they like, but in 1978 Congress directed that they must also consult with tribes each year to show that they are meeting tribal needs under the Indian Policies and Procedures (IPP). Two-thirds of the surveyed tribes indicated that their input into school district planning was inadequate. The tribes gave better marks to tribal-public school cooperation in general, with 56 of the 59 tribes indicating that a cooperative relationship exists to some extent. The report offers recommendations to school districts, tribes, and the U.S. Department of Education for improving the situation. Tables list Impact Aid data for school districts in 26 states. Appendices include a form for review of IPP, a sample IPP, and sources of additional information. (KS)

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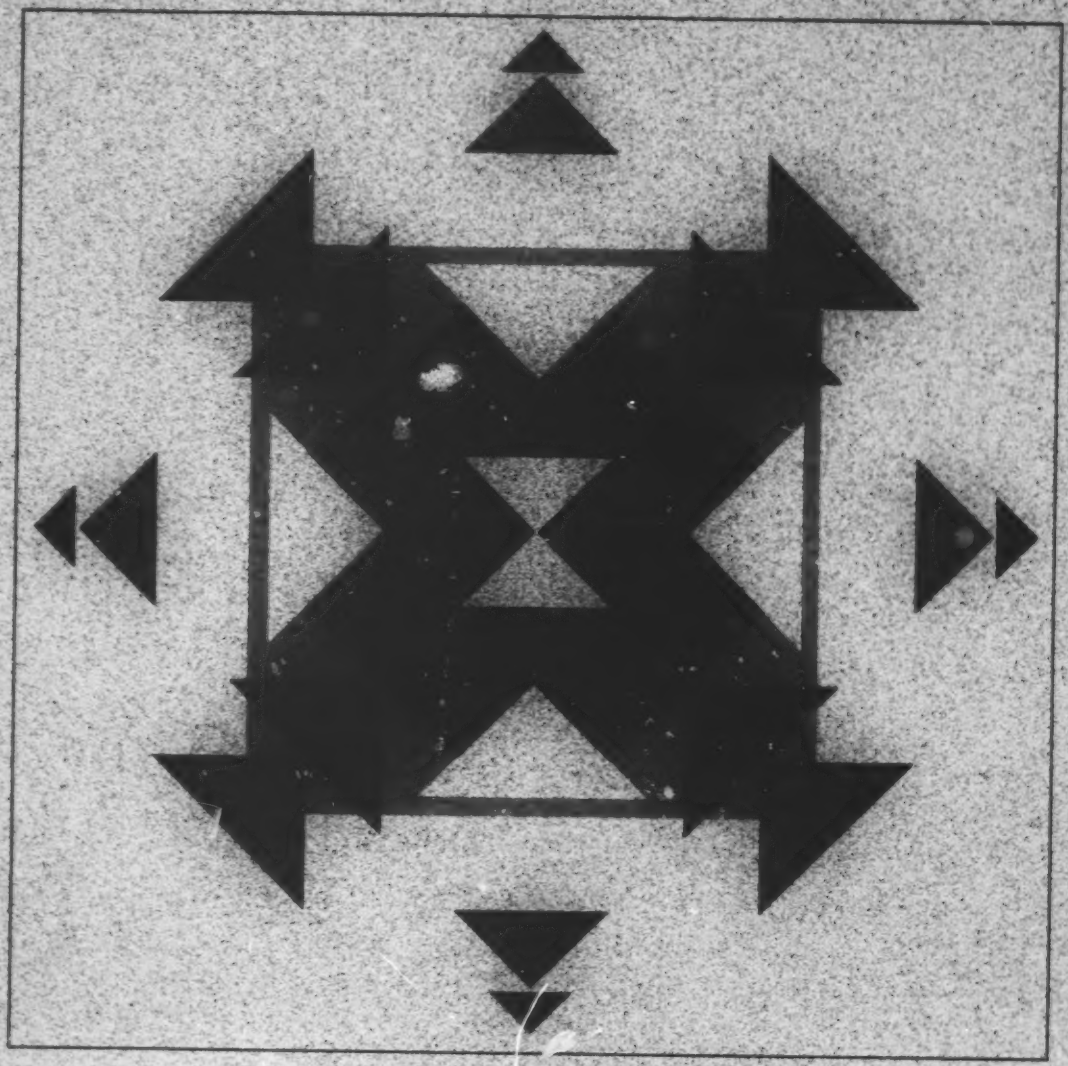
Tribal Perspective of the Impact Aid Program



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FOREWORD

The National Indian Policy Center Planning Office was established by congressional initiative and authorized by Public Law 101-301. The legislation, supported by a number of tribal leaders, provided for the planning office to be located at The George Washington University in Washington, D.C.

The National Indian Policy Center Planning Office operates under the direction of a Planning Committee comprised of nationally prominent tribal leaders and representatives of major Indian organizations. Recommendations and support are not limited to Native governments and national organizations; individuals are also invited to participate in the development of the Center. For additional information on how to participate, please contact the National Indian Policy Center.

The National Indian Policy Center commissioned this study as a demonstration project in the area of Indian education. The decision to choose this project was based on a meeting of the Center's task force on Indian education, which met in Albuquerque, New Mexico, in September 1992.

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Table 1 Summary Totals of the Two Types of Indian Impact Aid

Table 2 State Data by District (Entitlement, # students, $/student, $ of Indian add-on for Super A & Handicapped)

Table 3 Impact Aid as a Percentage of Total Operating Budgets (for Arizona, Minnesota, Montana and North Dakota)

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Appendix A Review Check-Off - Indian Policies and Procedures (U.S. Department of Education)

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Acknowledgements

PREFACE

It is important to note from the outset that this report was written from the **tribal perspective** of the Impact Aid program. Given the constraints on time and funding, researchers limited the focus of the study to an explanation of Impact Aid legislation and the Indian Policies and Procedures (IPP), a survey of tribal views on the IPP and recommendations for program improvement. While the scope of this report is limited, it does conclude that tribes need to become more educated on how Impact Aid funds are being spent in the schools that serve their children. Additionally, it will help inform them of their rights regarding Impact Aid and the legal responsibility school districts have to consult with the tribes and parents.

For the survey portion of this report, 75 of the more than 500 tribes in the United States were contacted. These tribes represented a wide range of situations, served by both large and small, urban and rural school districts in 18 states. Fifty-nine tribes responded to the survey, which was conducted from March to May of 1993.

Ten state departments of education were contacted for general statistical information on the Impact Aid program. Only four responded with complete information: Montana, North Dakota, Arizona and Minnesota. The results are in Table 3, "Impact Aid As a Percent of Total Operating Budgets," an essential piece of information in establishing the importance of the program from an economic perspective.

This serious lack of available data and the limited knowledge about the P.L. 81-874 program was disappointing, but not surprising. Neither the U.S. Department of Education nor the states maintain or collect data that shows the percentage of school districts' operating budgets that is comprised of Impact Aid funds. Budgets from which the computation could be made were not available either. The research work completed in this survey shows that the only way to acquire this information would be to survey the school districts.

Further studies should not only collect this data, but also look at the views of local school districts and Indian parents in assessing Impact Aid assistance and the IPP process.

INTRODUCTION

Public Law 81-874, the Impact Aid legislation, was enacted in 1950 to lessen the financial burden on local school districts that were educating children whose parents were employed by the federal government or lived on federal property. In 1958, Congress recognized its unique obligation to the federally established Indian reservations by including those children living on reservations under the provisions of Public Law 81-874. Further amendments to the law increased the amount of funding school districts were eligible for, as well as requiring that tribes and parents have a voice in how those funds are used.

This study began as an attempt to determine tribal views on the importance of the federal Impact Aid program to the public schools that serve Indian children. What researchers found instead was that many tribes knew little or nothing about the program, despite the fact that the Impact Aid legislation requires school districts to not only inform tribes about the program, but also to give them an opportunity to comment and make recommendations.

That discovery changed the nature of this report. The Impact Aid program provides school districts across the country with almost $250 million per year for the education of children living on Indian lands - more than any other federal program. The value to these school districts of children living on federal Indian lands cannot be understated. These children, who make up 6 percent of the total number of children served by Impact Aid, account for 30 percent of the funds allocated for the program, according to the National Association of Federally Impacted Schools (NAFIS). Yet, in many cases, their parents and tribal leaders are not being included in the process required by the Indian Policies and Procedures (IPP) provision of the Impact Aid legislation.

This report gives a brief history of Public Law 81-874 and the amendments affecting Indian children. This should give the reader a sense of the purpose of Impact Aid funds as intended by Congress. The survey section reveals the absence of tribal involvement in the Impact Aid process, as well as a lack of general knowledge about the program. There are also recommendations on how to improve this situation for the tribes, school districts and the U.S. Department of Education.

As there is no state or federal government entity policing the school districts' compliance with the IFP, the main recommendation to tribes is to become educated in what their rights are under P.L. 81-874. It is not enough to point out that the school districts are supposed to be providing tribes with the opportunities for input. If they are not, the onus is on the tribes to request it. But that will only be possible if tribes understand their rights. The sections of this report titled "Indian Policies and Procedures" and "The Grievance Process" should be a step in that direction.

HISTORICAL PERSPECTIVE

At the close of the Second World War, the United States Congress decided to maintain a significantly larger standing military in this country than it had previously. As the government built military bases and installations across the country, tens of thousands of military personnel moved with their families into on-base and off-base housing. In addition, civilian personnel were hired in significant numbers, first to build, and later to maintain and operate some of the support features of the bases. The result was rapid growth in communities around the bases and in the numbers of children requiring educational services. This influx of children placed a tremendous burden on the instructional services and facilities of the local area school districts.

Prior to 1950, public schools in most states were financed by state and local governments that shared the costs equally. The local share came from real property taxes, both residential and commercial. But because military installations are federal property, and therefore non-taxable, thousands of acres of land were removed from the states' local tax rolls. The local communities' tax bases were affected in the following ways:

- Military personnel who lived in military on-base housing paid no property taxes.

- On-base businesses, such as department stores, hardware and grocery stores, movie theaters and gas stations, paid no commercial property taxes.

These businesses were staffed for the most part with civilian personnel, who most likely would not have been in the area were it not for the federal activity that created the employment.

One basic element of a growing community is that it expects its tax base to broaden from taxes paid both by new homeowners and by the businesses created to serve the needs of the expanding community. Yet in the case of communities with military installations, the local school districts responsible for the education of children whose parents were associated with that installation could not collect real property taxes from those who lived on-base, or commercial property taxes from on-base businesses.

What did this mean in terms of tax dollars? When parents of school children *both lived on and worked on* the military installation, the school districts were, in effect, deprived of one-half of their taxable income for the maintenance and operation of the school district. In other words, tax money was not realized from either their homes or their places of employment. The children were said to be *double-connected* students, meaning their parents both lived on and worked on federal property. The law identifies them as 3(a) children, in reference to the section of the legislation that defines their status. In cases in which parents of school-age children either *lived on or worked on* federal property, *but not both,* the school district was deprived of one-quarter of its local tax income. These children were said to be *single-connected,* or 3(b) children.

Congress recognized its obligation to the local communities responsible for educating these children and on September 30, 1950, President Truman signed into law Public Law 81-874, "Financial Assistance for Local Education Agencies in Areas Affected by Federal Activity," which authorized Impact Aid for federally connected children whose parents were employed in some capacity on military installations. Districts received more money for 3(a) students than 3(b) students because the government reasoned that double-connected students' parents contributed nothing to the local property tax base, while single-connected students' parents contributed either residential property taxes or their employers paid business property taxes.

The law also established a process to calculate a school district's entitlement for federal payment. The process looked at several other districts in the state which were deemed comparable and then computed the average dollar amount in those comparable districts that was "contributed" toward each child's education by taxes realized from residential and commercial properties. That amount, per child, was called the *local contribution rate (LCR).* The Impact Aid entitlement that a district was eligible for was calculated by adding the number of 3(a) students multiplied by the LCR for that district, plus the number of 3(b) students multiplied by one-half the LCR. It was quite simple and straightforward. Unfortunately, it did not stay that way, although these same premises underlie the entitlement calculations today.

The original P.L. 81-874 Impact Aid funds were then, and remain today, designated for the maintenance and operation of the school district and not for capital expenditures. A companion bill, P.L. 81-815, assists school districts in financing construction of buildings

and making major purchases, such as school buses or heating plants. A large influx of federally connected students will create a need for these expensive items; these expenditures are termed capital outlay.

Inclusion of Indian Lands

Public Law 81-874 was not the first acknowledgement of a federal responsibility to provide assistance to local education agencies. Earlier, in 1934, Congress passed the Johnson-O'Malley Act (JOM), which provided money to school districts and state education agencies for the cost of educating Indian students. In its annually updated "Impact Aid Blue Book," the National Association of Federally Impacted Schools (NAFIS) notes that "the federal government recognized that the cost of educating Indian students was not being offset by taxes raised from federal trust land" (the trust responsibility between the tribes and the federal government insulate reservations from state authority, including taxes), and thus agreed that a federal payment was necessary. However, while JOM provided some assistance for the educational support of Indian children, it was inadequate (Report to Congress of the Commission on the Review of the Federal Impact Aid Program, September, 1981).

When Congress first enacted P.L. 81-874 it applied only to those children whose parents were affiliated with a military installation. In 1953, the law was expanded to include authorization for payments to a state for the education of Indian children, even if neither one of the child's parents was employed on a non-federal property. However, because the law was so restrictive and because states electing to accept P.L. 81-874 payments could not also receive JOM funds, none of the 15 states who were then receiving JOM money elected to participate in the P.L 81-874 program (Report to Congress of the Commission on the Review of the Federal Impact Aid Program, September, 1981).

A significant change in the law came five years later when Congress re-authorized P.L. 81-874. Instead of addressing only those communities impacted by military installations, it expanded the law to include other categories of federally connected children. Among these were Indian children residing on Indian lands. Such children could now qualify under

Section 3(b) as "B" category students. School districts serving Indian children were thus eligible for both Impact Aid payments and Johnson-O'Malley supplementary assistance. [1]

Increases in Funding Opportunities

In 1974, legislative changes made Impact Aid more attractive and lucrative for school districts on or near the nation's Indian reservations. One critical change increased the number of students these school districts could claim as eligible for Impact Aid payments. Now districts could claim as eligible not only Indian students residing on Indian lands, but **any** student served by the school district and living on Indian land. The Impact Aid eligibility standards took into account the tax exempt status of the land on which the student lived, not the student's heritage.

Another amendment to Impact Aid in 1974 reclassified all students who lived on Indian lands. It assumed all of these students were double-connected, thus automatically giving them 3(a) status, now commonly referred to as "A" children. The "A" status made them a much more valuable "asset" to a school district in terms of the funding entitlement to which the district was eligible. Districts could receive several times more money for an "A" student than for one classified as "B".

Additionally, many school districts serving Indian children were spared when, beginning in 1982, Congress stopped fully funding the Impact Aid Program (see Table 4, "History of Impact Aid Appropriations, FY'51-FY'90"). When Congress determines the level of appropriations for Impact Aid each year, "Super A" districts (those districts with 20 percent or more of their student body being federally connected) are given first priority in the distribution formula. According to NAFIS, almost 80 percent of the 335 "Super A" districts serve Indian children. (For an illustration of the number of students residing on Indian lands who are participating in the Impact Aid program, see Table 1, "Summary Totals of the Two Types of Indian Impact Aid," for Fiscal Year 1993.)

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[1] Each re-authorization through the years has resulted in changes to the program. This report, however, will address only those changes of significance to Indian children.

Other amendments in 1974 acknowledged the significant increase in costs associated with providing adequate educational services, as required by law, to children who are handicapped or have specific learning disabilities. The new language provided for what is known as a 50 percent "add-on" to the entitlement for a handicapped student. This meant that after the entitlement for an "A" student was calculated, 50 percent of that amount was "added on" to establish the total entitlement based upon the special needs of these students.[2]

At the same time as the changes were occurring in the Impact Aid law, the funds for the Johnson-O'Malley program were shrinking. School districts on or near reservations found they could receive more money from Impact Aid than from JOM and that Impact Aid funds could be used for any educational purpose. Therefore, most school districts turned to P.L. 81-874 for funding.

In 1977, the House Education and Labor Committee created a task force to look at the needs of Indian education. The task force's report recommendations were the basis for the 1978 amendments to P.L. 81-874. This task force, titled the Advisory Study Group on Indian Education, found that school districts educating Indian children faced higher than average costs, in part because they needed to accommodate the unique cultural differences of these children. The task force conducted 18 months of hearings, also identifying such factors as higher transportation costs, a lower tax base from which to provide services and a greater need for basic services related to the high incidence of poverty on the nation's Indian reservations.

Following the example of the handicapped "add-on" budget, Congress decreed that those school districts educating children living on Indian lands were to receive a 25 percent "add-on" to their base entitlement for the special needs of those children.

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[2]According to Table 1, "Summary Table by State," about 12 percent of the children residing on Indian lands served by the Impact Aid program are classified as "handicapped." These 14,337 students, with their combination of base entitlement, 25 percent Indian "add-on" and 50 percent handicapped "add-on" provide $50.5 million per year to school districts across the country.

Indian Policies and Procedures

NAFIS reports in its "Impact Aid Blue Book" that once school districts began to rely primarily on Impact Aid funding, rather than Johnson-O'Malley appropriations, many districts stopped conferring with Indian parents on the education of their children. NAFIS states in the book that, "Since P.L. 81-874 funds could be used as part of a district's general operating budget, that district had no obligation to meet and confer except at their convenience. Many Indian parents found themselves ignored. ... Realizing this, Congress took action to correct the problem in 1978."

What Congress attempted in 1978 was to ensure that the school districts serving children residing on Indian reservations were indeed conferring with the tribes and Indian parents by tying the 25 percent "add-on" to a requirement that these school districts enact what it called the Indian Policies and Procedures (IPP). This requirement did not turn the control of federal Impact Aid funds over to parents or tribal officials, but it did attempt to assure them of an equal voice in the education of Indian youth. A publication of the U.S. Department of Education, "Community Participation in the Impact Aid Program" (for a copy, see Appendix C, "Sources of Additional Information"), outlines the involvement school districts must provide to tribes in order to get the 25 percent "add-on" for children residing on Indian lands. The responsibilities for implementation of the programs are shared by both the school districts and the tribal officials. The law includes such requirements as[3]:

- Specifying the opportunity tribal leaders and parents of Indian children will have to comment on whether the children are participating on an equal basis in the education program. According to the regulations establishing the IPP, tribal officials and parents must have ample time to make recommendations and present their views on the educational needs of their children and the amount of parental participation permitted, as well as the ways in which tribal officials and parents can be more involved in the operation of educational programs.

[3]This is a summary only. For details of the IPP, see Appendix A, "Review Check-Off: Indian Policies and Procedures," provided by the U.S. Department of Education, and Appendix B, "Sample Indian Policies and Procedures."

- Distributing the following information to tribal leaders and parents:
  - annual P.L. 81-874 application
  - evaluations of education programs assisted with P.L. 81-874 funds
  - plans for educational programs the district expects to initiate or eliminate

- Assessing the extent to which Indian children participate on an equal basis in the educational program and, if the children are not, modifying it.

- Actively consulting and regularly involving tribal officials and parents in developing educational programs funded in part with P.L. 81-874 dollars.

- Reviewing the IPP annually and consulting with tribal officials and parents about any changes or modifications.

The purpose of the IPP, as intended by Congress, was to create a partnership between tribal officials, Indian parents and the school district in the education of Indian children. Accordingly, tribal officials and parents also bear a share in the responsibility toward the education of the next generation. The law was enacted so that Indian people were assured the opportunity to assess and comment on the extent to which their children were participating in the school district's education programs and offer input on proposals or programs assisted by Impact Aid dollars.

The Grievance Process

The U.S. Department of Education advises parents and tribal officials that the local school district is not required to use its entitlement exclusively for Indian children or for special programs solely for Indian children. The school district is, however, required to solicit and respond to advice offered by the tribes and parents. If parents or a tribe believe a school district has violated the IPP, they must first work with the district to resolve their complaint. If the matter cannot be resolved, a tribe or someone designated by the tribe can file an official complaint with the U.S. Department of Education. It is important to note that parents cannot file formal complaints on their own – that responsibility rests solely with the tribe.

Once a formal complaint is filed, the Assistant Secretary for Elementary and Secondary Education, who is responsible for the federal administration of the P.L. 81-874 program, appoints a hearing officer and sets a time, date and place for a hearing at which testimony is solicited. Within 30 days of the hearing, the hearing officer will make a decision and recommend to the Assistant Secretary what action, if any, should be taken. The Assistant Secretary has an additional 30 days to issue a final decision and a deadline for compliance. If corrective action is ordered and the school district neglects to comply, the Assistant Secretary may extend the deadline or authorize withholding the 25 percent "add-on" from the district.[4]

Equalization

Regardless of parental or tribal input, Impact Aid funds (with the exception of a portion of the 50 percent "add-on" for handicapped students) can be used by the school districts for any expense related to maintenance or operation. The effect can be a dilution of the funds, given on behalf of Indian children, among the whole student body. Equalization, which requires all school districts in a state to spend the same amount of money, can result in Impact Aid funds funds being diluted among all the school districts in a state. It is important to note that the maximum amount of Impact Aid funds available to be equalized by a state is only the base entitlement due the local school district. The 25 percent "add-on" for children living on Indian lands and the 50 percent "add-on" for handicapped children cannot be equalized.

In recent years, 42 states have had their methods for funding elementary and secondary education challenged in court because of disparities in per pupil expenditures. Because most states rely primarily on property taxes to finance schools, critics challenged the system's fairness, saying districts in wealthy areas were able to collect more money than poorer districts could, even if the poorer communities used a higher tax rate. The disparity in spending among school districts was extreme in some states. For the most part, the courts have ordered states to equalize spending between districts to rid them of this inequity. In many states, the courts' decisions were based on state constitutional provisions that say all

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[4]For information on specific grievances, see the section, "Examples of Grievances," in the Survey Analysis.

children shall have equality of educational opportunity. In states without such constitutional provisions, courts have looked to federal equal protection laws for their rulings. (The term for a state forcing all its school districts to spend the same amount of money per pupil is "power equalization.")

The equalization feature of P.L. 81-874 can be one of the greatest threats to the effectiveness of the Impact Aid program. If an outside source of money were to come into some of these districts – even federal funds such as Impact Aid – it would have an unequalizing effect by increasing the amount of money available to those districts. Under P.L. 81-874, the states are generally prohibited from taking these federal payments into account when allocating state education money to districts. However, because Impact Aid has the potential to create funding disparities between districts, states may qualify to have Impact Aid considered as part of the school finance plan (and therefore be equalized) only if the state is able to pass one the following three tests: (l) the disparity standard; (2) the wealth neutrality test; and (3) the exceptional circumstances test.[5] A state must fulfill the requirements of one of these tests and be certified by the U.S. Department of Education before it may consider Impact Aid funds in the calculation of state aid payments to local school districts. If a state is eligible, Impact Aid is said to be equalized and those funds are taken into account in the state's overall school finance formula. The net effect is a loss of revenue to those local school districts that receive Impact Aid because a portion of state aid is deducted as it is considered offset by an equal amount of Impact Aid.

For example, the state of Michigan currently equalizes 50 percent of a recipient local school district's base Impact Aid entitlement, i.e., one-half of the base entitlement is deducted from the amount of state aid for which the school district would otherwise be eligible. According the U.S. Department of Education, Alaska, Kansas, Michigan, Nebraska and New Mexico have qualified as equalized states and others are in the process of applying. Once a state is certified, the effect is to reduce by an approved amount the state funding to school districts receiving Impact Aid. While in states like Michigan, the equalized amount is equivalent to 50 percent of the base Impact Aid entitlement, in other states it is 100 percent.

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[5]Note: A lengthy discourse on these tests is beyond the scope of this study. For detailed information, see Appendix C, "Sources of Additional Information."

SURVEY ANALYSIS

The tribal education directors of approximately seventy-five tribes in eighteen states were contacted for this survey. At some tribal offices the director was not available or the office was vacant or inactive. At other offices, the individuals chose not to participate, citing such reasons as lack of program knowledge, an inability to speak for the tribe or that the tribe left matters concerning Impact Aid to the local school district. In one case, the tribal official indicated that the tribe's children were served only by schools operated by the BIA and so Impact Aid was not an issue. Fifty-nine tribes participated in the telephone survey.

For ease in analysis and discussion, most of the survey questions are listed below.

Question: Did you receive the Impact Aid application from the school district before it was submitted in January 1993?		
Yes	No	Do Not Know
30.7%	60.2%	9.1%

Response: Less than one-half of the tribes reported receiving the applications prior to submission, even though school districts are specifically required by the Indian Policies and Procedures provision of the regulations to provide tribes with copies in sufficient time to enable their input.

Question: Was the tribe allowed to comment on the application for Impact Aid funds before it was submitted?		
Yes	No	Do Not Know
34.5%	55.2%	10.3%

Response: This response is consistent with the previous question and supports the premise that school districts are not communicating with the tribes in the application process for Impact Aid, though federal regulations require it.

Question: Did the tribe receive information about the school district's program self-evaluation?		
Yes	No	Do Not Know
20.0%	62.4%	17.6%

Response: The indication is strong that tribes are not being involved by the school districts in the evaluation of school programs provided to Indian children. Only one-fifth of the tribes surveyed even received such information. Again, dissemination of this information is required by the IPP.

Question: Does the tribe have adequate input into the planning of the school district's program?		
Yes	No	Do Not Know
29.4%	67.1%	3.5%

Response: Slightly less than one-third of the tribes were permitted adequate input into their school district's program planning for Indian students. Again, consultation is required by the regulations governing the Impact Aid program. It seems apparent that either the school districts or the tribes, or both, are negligent in assuring that the respective responsibilities of each are assured for the good of the education of Indian children.

Question: Does each school district file an annual report with the tribe that shows the participation of Indian children in school programs, as compared to participation of other children?		
Yes	No	Do Not Know
40.2%	54.9%	4.9%

Response: Tribes are more likely to receive participation information from the school districts than other application and evaluation information. However, this report is specifically required by regulation.

Question 10: Are you knowledgeable about how "add-on" funds are spent in the school budget?		
Yes	No	n/a
42.1%	57.9%	n/a

Response: Fewer than half of all tribes reported specific knowledge of how "add-on" funds are spent in the overall school budget. While such specific knowledge is not crucial, it is an integral component to the Indian Policies and Procedures precept that tribal involvement in the evaluation of Indian children and educational programs should provide tribes with some understanding of how districts are using the Indian "add-on" funds.

Question: Does the 25 percent "add-on" for children residing on Indian lands provide for:		
Special Programs	General School Fund	Other
21.7%	78.3%	0.0%

Question: Does the 50 percent "add-on" for handicapped children provide for:		
Special Programs	General School Fund	Other
27.3%	73.7%	0.0%

Response: These two questions indicate that tribes may not feel assured that Impact Aid "add-on" funds are being used to provide special services to Indian students, as a majority of the respondents felt that both the 25 percent and the 50 percent "add-ons" were spent for other than programs for Indian children. It is important to note that P.L. 81-874 does not require school districts to use the 25 percent "add-on" specifically for Indian programs. In the case of the 50 percent "add-on," a portion of the funds may be used by the district for general expenses but the rest must be spent on programs for handicapped students.

Question: How satisfied is the tribe with the participation of Indian children in school programs, as compared to participation of other children?				
Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
5.2%	17.2%	37.9%	25.9%	13.8%

Response: Earlier in this report it was noted that 40.2 percent of tribes surveyed received an annual report on the participation of Indian children in school programs. Of the group, only 22.4 percent indicate being satisfied or very satisfied that the participation of Indian children in school programs is on an equal basis with other children.

Question: How satisfied is the tribe with the level of consultation by the school district in the education of Indian children?				
Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
5.5%	9.1%	40.0%	27.3%	18.2%

Response: Almost one-half of the tribes are dissatisfied with the level of consultation conducted by school districts in the education of Indian children; only 14.6 percent indicated satisfaction.

Question: To what extent is there cooperation between the tribe and school districts in addressing problems?			
Large Extent	Moderate Extent	Small Extent	Not At All
20.0%	34.5%	40.0%	5.5%

Response: Most tribes, 94.5 percent, report at least some cooperation by the school district in addressing problems. This is highly suggestive of an environment that in most cases only needs to be nurtured to become a very positive partnership for the education of Indian children.

Question: Has your tribe ever filed a formal complaint against a school district for non-compliance of P.L. 81-874 regulations since 1978?		
Yes	No	Do Not Know
9.4%	81.1%	9.4%

Response: Only 9.4 percent of those responding indicated that their relationship with the school districts has at some point degenerated to a point that a formal complaint was filed with the U.S. Department of Education. Others indicated that consideration had been given at some time to this action, but it was felt that it would only hurt the children.

Question: In your opinion, are the Indian Policies and Procedures advisable if the majority of the school board members are Indian?		
Yes	No	No Opinion
67.8%	16.9%	15.3%

Response: The vast majority of tribes feel that regardless of the ethnicity of school board members, the tribes need to retain a voice in the educational affairs of their children. It was pointed out repeatedly that both Indian and non-Indian school board members may have self-interested concerns and that, most importantly, there needs to be a line of communication to the tribe itself. Most of those who felt otherwise were small tribes with an all-Indian school board and a nearly all-Indian school enrollment. In these cases, the tribal officials and school board members have a very close working relationship.

Included in the survey were a few open-ended questions that were asked to gain a better understanding of how the system is working.

Question: Why are IPP's advisable if the majority of the school board members are Indian?

The tribes surveyed are strongly supportive of the need for Indian Policies and Procedures, regardless of the ethnic make-up of the school board. Many of those surveyed expressed the sentiment that the tribe – as it represents all individual members – must have a voice in decisions that affect its future. Several respondents said that the interests of each

individual school board member may at times conflict with what is best for the tribe as a whole. The Tule River Tribe, for example, noted that the school board members' first obligation is to the school district and not to the tribe. There are many instances when conflicts of interest arise, a tribal official said, and one – or even several – individuals do not speak for the tribe. The Gila River Tribe emphasized that because the tribe has development goals that hinge on their Indian youth, it needs to stay involved in matters that concern Indian children and ensure that those goals are realized.

Some tribes also noted that the tribes, not the school boards, are in a position to be aware of the problems Indian children face. In addition, they said that tribes are more sensitive to Indian concerns than individual board members may be and that the tribes could also assure more effectively that no discrimination exists in programs that serve Indian children.

The Mescalero Apache, like several tribes, mentioned that school boards need to recognize that Indian tribes are sovereign nations. Therefore, it is essential that the tribes' input be sought in any federal program that involves tribal members. The Kalispel Tribe in Washington felt that the IPP should increase the participation and cooperation between a tribe and the school board. Alaska's Ketchikan Indian Corporation warned that if the need for tribal input is eliminated from a program that serves the tribe, the program itself soon tends to be eliminated.

The Navajo Tribe made the point that some of the schools serving its children are run by the state and must therefore abide by state law. Therefore, school board members must adhere to both state law and federal regulations in making sure decisions are made in the best interests of Indian children. The only way to assure this, a spokesman said, is to maintain a relationship between the tribe and the community. The Washoe Tribe in Nevada suggested that tribes should poll their families to find out their concerns regarding their children's education. That sentiment is echoed by the Warm Springs Tribe, which said parents and community members have a desire for input and the Indian Policies and Procedures afford them a formal opportunity to have their views heard.

Insufficient Knowledge about the IPP

Several tribes also expressed a lament that became a common thread among responses to nearly all the questions: Parents and the entire reservation community are uninformed about their rights and responsibilities in regard to the education of their children. However, the responses made it obvious that their ignorance was not due to any lack of interest on behalf of the tribes. Many tribal officials are frustrated about the lack of information on their rights and felt that it would seem to be most effective to first educate the tribe about its rights as it represents the collective interests of all members. Informed tribal officials may then offer informed opinions directly to school districts about how to best serve Indian children.

Those tribes that felt there was no need for the IPP if the boards were comprised mainly of Indians explained that those tribal members who were serving on local school boards already have a strong working relationship with tribal officials. Therefore, no law is necessary to promote that relationship.

While most tribes agree on the need for the IPP, and most are also unhappy with the IPP process or are uncertain of how effective the IPP's are, few of the tribes surveyed have filed formal complaints with the U.S. Department of Education alleging violations of the IPP. Clearly that reflects, at least in part, the tribes' unfamiliarity with their rights as outlined in the IPP regulations.

Examples of Grievances

The Leech Lake Tribe in Minnesota did file a formal complaint. Its spokesman was not familiar with the details, but said information about it is available from the Native American Rights Fund. The Fort Belknap Tribes filed a complaint against the Harlem, Montana, school district in 1988, on the grounds that the school district was not adhering to the law or allowing parental input. A spokesman said the tribes' complaint was upheld by the U.S. Department of Education. The Washoe Tribe in Nevada wanted a liaison officer to be hired to represent its children in the Douglas County school district; the tribe also won that case. The Hoopa Tribe spokesman said tribal leaders felt the response from a letter they wrote to the school board could have been more substantial. The spokesman

claimed that the district did not implement the IPP and that the tribe finds it hard to get information on or evaluations of the program, but no formal complaint has been filed with the U.S. Department of Education for fear of harming the children.

In some cases, tribes have threatened to file complaints, but have yet to take formal action. The Oneida Tribe of Indians of Wisconsin said the tribe feels its children's basic education needs are not being met and that too many Indian children are educationally deficient. The tribe said it wants the 25 percent "add-on" to be used specifically for Indian education programs. The Omaha in Nebraska reported the tribe is threatening to take formal action against two local school districts because they are not adequately helping Indian students.

In 1990, the Kalispel Tribe in Spokane threatened formal action because the tribe felt it was not getting adequate information from the school district on how federal Impact Aid and Johnson-O'Malley funds were being spent. The Mescalero Apache Tribe said it is considering filing a formal complaint because the school district hired a liaison officer to represent the interests of the Mescalero students, but then fired the officer when he spoke up for students and parents.

Additional Comments

Question: Do you have any specific recommendations about how the Impact Aid program can be better administered at the federal level?

While several tribes have complaints about the manner in which the Impact Aid program is administered at the local level, many tribes also have suggestions as to how it could be better administered at the federal level. Several tribes asked for a regulation that would require school districts to secure the signature of the tribe before the districts could file their Impact Aid applications each year. They feel this would ensure that the tribes were consulted. At present, several tribes feel they are not being consulted about how to use Impact Aid funds to assist Indian children and that they are simply being told what is best for them.

Many tribes report that they are unaware of even how much federal money the schools receive from Impact Aid, including the "add-ons." In addition to that information, several of the tribes surveyed asked for some type of formal evaluation process so that the tribes could see how the district is using its federal appropriation. For example, the Rosebud Sioux tribe would like Indian student performance evaluations and test scores that they could compare to that of non-Indians in their districts. The attendance and dropout rates of Indian students are other statistics some tribes would like to receive.

The Fond du Lac Tribe would like to tie the federal appropriation to demonstrated results. It suggests withholding the entire Impact Aid appropriation from the districts until they agree to a plan to work more closely with the reservation community. The tribe would also like to see a requirement that the school boards have an Indian member(s) and that the school must hire some Indian teachers. Tribes in the Puget Sound area in Washington want to have veto power over how Impact Aid appropriations are spent in their school district. That conviction ties into another frequently expressed sentiment: The federal government should allow the tribe to directly administer Impact Aid funds. The tribes could then contract with the school district for specific programs. The Hoopa Tribe says this system would make the school districts more responsive -- if the tribe is dissatisfied it could direct the money to an alternative education program.

The fluctuating amount of the Impact Aid appropriation and the frequent threat of federal cutbacks concerns several tribes. The Uintah and Ouray Ute Tribes say threats of federal cuts in the Impact Aid program prevent the tribes and the school district from effective planning. The Winnebago Tribe expresses a similar concern and asked that the appropriation schedule coincide with the school year. The Makah Tribe would like to see the federal payments made more efficiently and the battles in Washington. D.C., over the appropriation size minimized. The tribes also voiced some frustration about the amount of the appropriation.

Again, several districts felt that the U.S. Department of Education could do a better job of informing the tribes of their rights and responsibilities in connection with the Impact Aid program. The Omaha Tribe suggests that the department install and staff a toll-free telephone number that the tribes could use for information and technical assistance.

Do you have any additional comments you wish to make regarding the Impact Aid issue?

A final survey question permitted tribes to make any additional comments pertaining to Impact Aid. What follows are several of those comments.

Concerning the current relationship between the tribes, school districts and the states:

- They do not include the tribe in decisions regarding Impact Aid funds.
- They use "too much money on buses and toilet paper." They are not spending the money correctly.
- One school district has 98 percent Indian enrollment. Therefore, the district believes it deserves more Impact Aid assistance.
- They are cooperative at the administrative level with the tribes.
- They do not communicate well and lack an understanding of Indian culture.
- There are more problems with those schools located on the outer edges of the reservation.
- The local districts treat tribes well, but the states do not (i.e., Michigan recaptures 50 percent of the Impact Aid, and is moving to recapture 100 percent).

Concerning what the school districts should do:

- Be held accountable. Full investigation of complaints should be made in a timely manner.
- Be required to keep the tribes in the information loop and provide follow-up information to the tribes.
- Make private schools on reservations eligible for Impact Aid because their enrollment is entirely Indian.

Concerning the role of tribal leaders and parents:

- The parents and the community should be better informed by the school districts on how Impact Aid is used. Their input should be sought on how the funds are used.

- The tribe should be more involved in school curriculum and the Impact Aid program.

- Indian parents should have more rights as to how to spend the federal money designated to educate their children.
- The tribe should have more control over funds than Public Law 81-874 regulations currently stipulate.
- The tribes need to be better educated on Impact Aid regulations, especially on what to do if the school district does not comply with the rules.

Concerning what the federal government should do:

- Strengthen legislative and regulatory language to force school districts to form advisory committees.
- Earmark "add-on" money for Indian children's educational programs. Now, Indian children do not benefit at all from the IPP. Perhaps the Impact Aid funds should be matched with JOM funds.
- Congress should continue to appropriate money for Impact Aid, but the tribes should be consulted about how the money should be used and allowed to "plan their own destiny."

CONCLUSIONS

The findings of this survey leave no doubt that neither the tribes nor the parents of children living on Indian lands feel adequately informed about or involved in the education of their children in the public schools. Neither can it be questioned that it was the intent of Congress to ensure that information exchange and involvement occur between the state, the federal government and the tribes in the education of Indian students. The Indian Policies and Procedures are a clear attempt to provide that assurance.

The 116,000 children living on Indian lands who are included in the national Impact Aid program calculations comprise 6 percent of the total number of children served by the Impact Aid program, according to NAFIS. However, these students actually bring in about 30 percent of the total dollars allocated for the program, based on available data. These funds support the operation of the local school districts for all students. (For additional information, see Table 2, "State Data by District.") The importance of Indian students in this program cannot be over emphasized, as NAFIS's data shows that nearly 80 percent of the 335 "Super A" school districts are districts serving Indian children. Efforts to strengthen the voice of the tribes in the operation of educational programs designed to serve Indian children would seem to be in order.

Tribal education officials have a range of knowledge about the rights and responsibilities of tribes in the administration of the P.L. 81-874 program in the local school districts. While many of the officials are very conversant in the law, the majority of tribal officials surveyed lack anything but vague notions about the operation of the program. Most important, this group almost unanimously expressed extreme frustration and feelings of inadequacy about the program and would like to attain a working knowledge of it and a higher level of involvement that will ensure success in serving Indian children. For example, a concise and straightforward handbook on this basic federal assistance program would be an excellent tool to use to start educating the tribes about the program and their responsibilities.

Based on their responses to a variety of questions, those tribal officials who are very knowledgeable about the P.L. 81-874 program seem to enjoy a good working relationship with the local school districts, while those who are lacking in knowledge seem to have no relationship whatsoever except for, in some cases, the required annual consultation. Tribal

attitudes about their relationships with the school districts vary considerably. Some tribes enjoy a real partnership with the district, actually administering a portion of the funds to enhance the success of Indian children in the district's education programs. At the other extreme are the tribes that show little interest in how the school districts use Impact Aid funds in serving Indian children. However, the majority of the tribes surveyed desperately want to be involved, but lack the knowledge or incentive to become so. Their local school districts either fail to encourage tribal participation in the education of tribal children or actively discourage it.

It is clear that the Indian Policies and Procedures are not meeting the goals as intended. The U.S. Department of Education needs to develop a better monitoring system to assess not only if the districts have developed IPP's, but whether they have actually implemented them. This must be accomplished in large part by tribal verification. Tribes need to understand what rights they have, and annually verify that the district is working cooperatively with them in the manner prescribed by the process.

There are several approaches to mitigating some of the current problems. The Impact Aid community could attempt legislative remedy, but that would defy any easy or uniform solution. Litigation is expensive, time consuming and often destroys for many years the possibility of a sound relationship. The best and easiest solution would be to first attempt to make the current situation function in the manner it was intended and to realize the ultimate goal of everyone – an educational program that operates in the best interests of the children.

RECOMMENDATIONS

Tribes, Indian parents, communities and the school districts all have an interest in a working partnership that strives to deliver the best possible education to every child. Therefore, it is in the spirit of cooperation that these recommendations are offered with the goal of providing the best possible education to Indian children. The concern expressed most often by the tribes surveyed was frustration over not knowing their rights and responsibilities in the administration of Impact Aid. The education of, and thus the future of, the children and the tribe is at stake. Tribes have the right to be involved in every aspect of public school education. In addition to those rights found in state laws, the Indian Policies and Procedures provision of P.L. 81-874 provides a right designed to serve and represent a constituency: the tribes and their members. The tribes must assume a proactive role in their children's education, as their involvement in their children's education will provide for the future.

School districts are comprised of professional educators who possess a wealth of expertise about the educational process. In addition to that, the expertise of the tribe's education officials, coupled with the tribe's knowledge of and concern for the culture and the children, should result in a highly successful partnership. Everyone involved must approach that relationship with the utmost mutual respect and put the children's interests first.

Recommendations for School Districts:

- School districts must acknowledge, both philosophically and in practice, that the tribes and Indian parents have a fundamental right to be extensively involved in the education of their children. Tribes and Indian parents have valuable contributions to make, which can be of great assistance to the districts in meeting educational goals.

- School district officials must recognize that, regardless of whether they agree with the attitudes expressed by the tribes in this report, they have at the very least, a public relations and communications problem with the tribes. This problem may only be

alleviated by an open and on-going dialogue based upon common goals and mutual respect.

- School board policy is law, which is far easier to follow than to suffer through litigation for not adhering to it. The Indian Policies and Procedures should be a tool to help meet the goals of the district and not be viewed as an unwelcome encumbrance. Rather, the school districts should work cooperatively with the tribe to make these policies work for the best interests of all concerned.

Recommendations for Tribes:

- Educate tribal officials about the tribe's rights and responsibilities accorded through P.L. 81-874. Included at the end of this report are several resource people and organizations that will either provide you with information or direct you to other sources.

- Understand the existing local Indian Policies and Procedures thoroughly and keep up-to-date with any changes. Establish a yearly agenda and arrange meetings with school district officials throughout the year. The first item on the agenda should be to establish a good working relationship that has obvious value to everyone involved. The second agenda item should be to review the policies themselves and make them work for all parties involved.

- Ensure that the relationship with the local school district is two-way. The exchange of information, meetings and dates established in the IPP must be met by both parties.

- Because the tribe's first responsibility is to its children, assert your rights in situations where a school district is not being responsive to the tribe, or not in compliance with the IPP. Use the system as it has been designed, by seeking legal assistance and filing a formal complaint. This measure should only be taken as a last resort.

- Negotiate a provision in the IPP that requires the tribe to sign-off on the annual Impact Aid application. At a minimum, the tribes should sign-off on the form the school district sends to the state.

Recommendations for the U.S. Department of Education:

- Delivered to the affected tribe(s) a copy of the award document that is sent to the school district and state. This document contains information on the dollar amount awarded and the breakdown on how the dollar amount is determined.

- Develop a form that shows the number of Indian students participating on an equal basis in the educational programs. This form should also include non-Indian participatory rates.

TABLE 1

SUMMARY TOTALS OF THE TWO TYPES OF INDIAN IMPACT AID

Definitions for Tables 1, 2 and 3

Prorated Entitlement:

The level of appropriations does not fully fund the Actual Entitlement. The Prorated Entitlement is that amount actually distributed and received by the school districts.

The Prorated Entitlement for the "Students Residing on Indian Lands" category includes the base entitlement and the 25 percent "add-on."

The prorated entitlement for the "Handicapped Students Residing on Indian Lands" category, includes the base entitlement, the 25 percent "add-on" and the 50 percent "add-on."

Membership:

The number of students, Indian and non-Indian, living on Indian lands.

Impact Aid $ Per Student:

This figure has been rounded to the nearest cent.

Indian Add-On:

25 percent of the prorated entitlement paid to a local school district for a child residing on Indian lands.

Super A:

The federal designation for a student living on Indian lands. This does not refer to "Super A" districts.

SPED:

The federal designation for a student whose handicap requires special education programs.

Total M&O Budget:

Funds used by the district for maintenance and operation (M&O). Impact Aid funds can only be used for this purpose and not for capital expenditures.

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SUMMARY TOTALS OF THE TWO TYPES OF INDIAN IMPACT AID

IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS

	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
STATE	PRORATED ENTITLEMENT $	MEMBERSHIP	IMPACT AID $ PER STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT $	MEMBERSHIP	IMPACT AID $ PER STUDENT
ALASKA	38,478,632.36	9,684	3,973.42	7,695,726.47	12,539,700.87	1,985	6,317.23
ARIZONA	42,828,800.07	25,372	1,688.03	8,565,760.01	7,562,471.97	2,451	3,085.46
CALIFORNIA	6,016,123.78	4,491	1,339.60	1,203,224.76	1,512,737.42	511	2,960.35
COLORADO	750,825.56	546	1,375.14	150,165.11	187,573.88	70	2,679.63
CONNECTICUT	61,147.09	41	1,491.39	12,229.42	45,752.02	10	4,575.20
FLORIDA	111,104.12	135	822.99	22,220.82	2,190.09	1	2,190.09
IDAHO	1,468,463.23	1,304	1,126.12	293,692.65	511,869.69	201	2,546.62
IOWA	88,351.05	107	825.71	17,670.21	45,872.46	21	2,184.40
KANSAS	218,905.79	194	1,128.38	43,781.16	40,314.95	16	2,519.68
LOUISIANA	1,637.14	2	818.57	327.43	.00	0	
MICHIGAN	732,451.06	454	1,613.33	146,490.21	143,790.83	46	3,125.89
MINNESOTA	3,867,488.02	2,532	1,527.44	773,497.60	1,714,263.72	578	2,965.85
MISSISSIPPI	371,276.26	444	836.21	74,255.25	4,521.49	2	2,260.75
MONTANA	15,878,600.99	6,727	2,360.43	3,175,720.20	3,044,974.52	801	3,801.47
NEBRASKA	2,071,074.66	757	2,735.90	414,214.93	950,904.32	198	4,802.55
NEVADA	1,418,794.05	1,679	845.02	283,758.81	184,085.95	83	2,217.90
NEW MEXICO	26,354,523.37	17,925	1,470.27	5,270,904.67	5,739,842.90	2,048	2,802.66
NORTH CAROLINA	799,643.78	681	1,174.22	159,928.76	234,548.97	93	2,522.03
NORTH DAKOTA	2,841,577.85	1,972	1,440.96	568,315.57	1,549,170.72	544	2,847.74

SUMMARY TOTALS OF THE TWO TYPES OF INDIAN IMPACT AID							
OKLAHOMA	14,519,546.85	12,[illegible]69	1,119.56	2,903,909.37	3,577,171.37	1,384	2,584.66
OREGON	2,508,184.00	1,155	2,171.59	501,636.80	576,454.41	135	4,270.03
SOUTH DAKOTA	9,075,719.35	4,692	1,934.30	1,815,143.87	3,288,636.28	953	3,450.83
TEXAS	56,945.84	70	813.51	11,389.17	.00	0	
UTAH	2,670,764.34	2,046	1,305.36	534,152.87	1,286,843.05	487	2,642.39
WASHINGTON	7,187,509.46	4,911	1,463.55	1,437,501.89	2,634,475.45	919	2,866.68
WISCONSIN	4,857,893.20	2,717	1,787.96	971,578.64	2,347,895.59	646	3,634.51
WYOMING	5,048,237.20	1,295	3,898.25	1,009,647.44	853,037.46	154	5,539.20
TOTAL	**190,284,220.47**	**104,902**		**38,056,844.09**	**50,579,100.38**	**14,337**	

TABLE 2

STATE DATA BY DISTRICT

ALASKA							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
ALASKA STATE DEPT OF EDUC	494,132.77	123	4,017.34	98,826.55	.00	0	NA
GREATER SITKA BOROUGH	132,516.03	70	1,893.09	26,503.21	50,669.37	12	4,222.45
HAINES BOROUGH	3,787.92	2	1,893.96	757.58	.00	0	NA
KLAWOCK CITY	393,689.79	98	4,017.24	78,737.96	101,559.45	16	6,347.47
HOONAH PUB SCHS	269,173.35	67	4,017.51	53,834.67	120,614.66	19	6,348.14
KAKE CITY	353,538.54	88	4,017.48	70,707.71	184,132.00	29	6,349.38
CRAIG PUB	18,939.59	10	1,893.96	3,787.92	4,226.24	1	4,226.24
ALEUTIANS EAST BOROUGH	731,150.54	182	4,017.31	146,230.11	171,428.53	27	6,349.20
YAKUTAT CITY	8,038.90	2	4,019.45	1,607.78	50,813.87	8	6,351.73
HYDABURG CITY	22,707.15	12	1,892.26	4,541.43	.00	0	NA
BRISTOL BAY BOROUGH	265,153.90	66	4,017.48	53,030.78	95,207.72	15	6,347.18
KENAI PENINSULA BOROUGH	96,530.81	51	1,892.76	19,306.16	21,131.17	5	4,226.23
DILLINGHAM CITY	425,845.38	106	4,017.41	85,169.08	76,152.51	12	6,346.04
SAINT MARYS CITY	156,672.03	39	4,017.23	31,334.41	76,152.51	12	6,346.04
GALENA CITY	409,767.59	102	4,017.33	81,953.52	184,132.00	29	6,349.38
NORTH SLOPE BOROUGH	4,029,345.26	1,003	4,017.29	805,869.05	622,128.48	98	6,348.25
NORTHWEST ARCTIC	3,294,175.27	820	4,017.29	658,835.05	710,984.46	112	6,348.08
BERING STRAIT	4,824,763.75	1,201	4,017.29	964,952.75	1,504,541.47	237	6,348.28

ALASKA							
LOWER YUKON	4,238.22	1,055	4,017.28	847,645.38	1,961,661.46	309	6,348.42
LOWER KUSKOKWIM	6,238,831.45	1,553	4,017.28	1,247,766.29	1,879,088.91	296	6,348.27
KUSPUK	763,306.12	190	4,017.40	152,661.22	406,306.11	64	6,348.53
SOUTHWEST REGION SCHS	1,470,339.98	366	4,017.32	294,068.00	520,569.02	82	6,348.40
LAKE & PENINSULA	1,542,646.82	384	4,017.31	308,529.36	279,339.72	44	6,348.63
ALEUTIAN REGION	60,248.50	15	4,016.57	12,049.70	50,813.87	8	6,351.73
PRIBILOF	498,152.22	124	4,017.36	99,630.44	196,767.17	31	6,347.33
IDITAROD AREA	694,975.51	173	4,017.20	138,995.10	342,788.76	54	6,347.94
YUKON KOYUKUK	1,297,590.16	323	4,017.31	259,518.03	545,975.97	86	6,348.56
YUKON FLATS	827,574.07	206	4,017.35	165,514.81	361,843.97	57	6,348.14
DELTA-GREELY	40,194.48	10	4,019.45	8,038.90	12,703.47	2	6,351.74
ALASKA GATEWAY SCHS	413,787.04	103	4,017.35	82,757.41	241,229.31	38	6,348.14
COPPER RIVER	104,106.64	55	1,892.85	20,821.33	46,443.13	11	4,222.10
CHATHAM	851,647.54	212	4,017.21	170,329.51	374,547.43	59	6,348.26
SOUTHEAST ISLAND	88,384.64	22	4,017.48	17,676.93	12,703.47	2	6,351.74
ANNETTE ISLANDS	1,410,048.26	351	4,017.23	282,009.65	457,051.69	72	6,347.94
CHUGACH	152,652.58	38	4,017.17	30,530.52	88,855.98	14	6,346.86
TANANA CITY	224,959.42	56	4,017.13	44,991.88	95,207.72	15	6,347.18
YUPITT SCHOOL DIST	1,132,879.24	282	4,017.30	226,575.85	495,162.10	78	6,348.23
KASHUNAMIUT SCHOOL DIST	498,152.22	124	4,017.36	99,630.44	196,767.17	31	6,347.33
TOTAL	38,478,632.36	9,684	3,973.42	7,695,726.47	12,539,700.87	1,985	6,317.23

ARIZONA							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
PARKER UNIF NO 27	1,848,330.43	1,155	1,600.29	369,666.09	244,245.34	82	2,978.60
TUCSON UNIF NO 1	614,758.45	741	829.63	122,951.69	143,510.27	65	2,207.85
MCNARY E NO 23	184,029.99	79	2,329.49	36,806.00	44,492.50	12	3,707.71
WHITERIVER UNIF NO 20	3,032,550.99	1,895	1,600.29	606,510.20	702,904.29	236	2,978.41
HORSE MESA ACCOM NO 509	110,423.24	69	1,600.34	22,084.65	131,049.95	44	2,978.41
STANFIELD E NO 24	126,670.62	101	1,254.16	25,334.12	15,807.61	6	2,634.60
CASA GRANDE U H	161,775.75	195	829.62	32,355.15	64,030.92	29	2,207.96
UNION E NO 62	84,818.84	53	1,600.36	16,963.77	20,840.92	7	2,977.27
SAN CARLOS U NO 20	2,057,553.82	1,192	1,726.14	411,510.76	661,214.36	213	3,104.29
SACATON COM NO 18	1,158,240.54	671	1,726.14	231,648.11	164,533.74	53	3,104.41
FORT THOMAS UNIF NO 7	590,505.74	369	1,600.29	118,101.15	116,149.97	39	2,978.20
PEACH SPRINGS NO 8	323,804.32	139	2,329.53	64,760.86	200,236.05	54	3,708.08
SOMERTON NO 11	68,857.12	83	829.60	13,771.42	.00	0	NA
MARICOPA UNIFIED NO 20	161,786.29	129	1,254.16	32,357.26	44,755.44	17	2,632.67
TOLLESON U H	19,911.14	24	829.63	3,982.23	11,044.69	5	2,208.94
MOHAVE VALLEY E NO 16	83,794.90	101	829.65	16,758.98	28,706.76	13	2,208.21
BEAVER CREEK E NO 26	4,982.21	6	830.37	996.44	2,213.65	1	2,213.65
PAGE UNIF NO 8	2,907,330.94	1,248	2,329.59	581,466.19	274,390.23	74	3,707.98
KAYENTA UNIF NO 27	5,490,857.56	2,357	2,329.60	1,098,171.51	700,766.85	189	3,707.76

ARIZONA							
HOLBROOK UNIF NO 3	660,903.13	413	1,600.25	132,180.63	139,975.56	47	2,978.20
FLAGSTAFF UNIF NO 1	551,706.52	665	829.63	110,341.30	4,427.30	2	2,213.65
TUBA CITY UNIF NO 15	3,773,345.03	2,186	1,726.14	754,669.01	745,020.95	240	3,104.25
GILA BEND UNIF NO 24	137,632.18	86	1,600.37	27,526.44	38,727.25	13	2,979.02
SUNNYSIDE UNIF NO 12	262,163.25	316	829.63	52,432.65	94,927.78	43	2,207.62
CHANDLER UNIF NO 80	70,520.81	85	829.66	14,104.16	4,427.30	2	2,213.65
WINSLOW UNIF NO 1	212,385.42	256	829.63	42,477.08	.00	0	NA
FREDONIA-MOCCASIN UNIF NO 6	31,530.39	38	829.75	6,306.08	8,831.04	4	2,207.76
COOLIDGE UNIF NO 21	274,614.34	331	829.65	54,922.87	72,861.96	33	2,207.94
MESA UNIF NO 4	842,913.48	1,016	829.64	168,582.70	284,806.89	129	2,207.81
SANDERS UNIF NO 18	1,544,891.49	895	1,726.14	308,978.30	195,559.72	63	3,104.12
CEDAR UNIF NO 25	1,537,542.49	660	2,329.61	307,508.50	229,897.73	62	3,708.03
CHINLE UNIF NO 24	6,697,420.46	3,880	1,726.14	1,339,484.09	906,442.15	292	3,104.25
GANADO UNIF NO 20	3,191,637.89	1,849	1,726.14	638,327.58	406,648.99	131	3,104.19
INDIAN OASIS-BABOQUIVARI UNIF	2,488,007.94	1,068	2,329.60	497,601.59	582,120.17	157	3,707.77
PINON UNIF NO 4	1,398,648.88	874	1,600.28	279,729.78	268,072.60	90	2,978.58
GLOBE	121,953.48	147	829.62	24,390.70	8,831.04	4	2,207.76
TOTAL	42,828,800.07	25,372	1,688.03	8,565,760.04	7,562,471.97	2,451	3,085.46

CALIFORNIA

IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS

	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
VISTA UNIF	.00	0	NA	0.00	2,354.94	1	2,354.94
ALPINE U	80,157.80	88	910.88	16,031.56	26,657.96	11	2,423.45
GROSSMONT U H	21,902.25	24	912.59	4,380.45	.00	0	NA
ESCONDIDO U H	93,104.46	105	886.71	18,620.89	33,039.86	14	2,359.99
LAKESIDE U	49,149.52	55	893.63	9,829.90	23,784.93	10	2,378.49
LASSEN U H	7,601.62	9	844.62	1,520.32	.00	0	NA
MARIPOSA CO UNIF	24,459.72	28	873.56	4,891.94	.00	0	NA
VALLEY CENTER U	791,568.56	458	1,728.32	158,313.71	218,734.29	68	3,216.68
COLLEGE E	44,370.85	51	870.02	8,874.17	16,202.02	7	2,314.57
SANTA YNEZ VALLEY U H	13,778.51	16	861.16	2,755.70	.00	0	NA
BONSALL U	140,554.90	160	878.47	28,110.98	14,035.47	6	2,339.25
PALM SPRINGS UNIF	320,887.82	364	881.56	64,177.56	65,679.38	28	2,345.69
SOUTH FORK U	5,185.75	6	864.29	1,037.15	.00	0	NA
ROUND VALLEY	1,831.83	2	915.92	366.37	.00	0	NA
BISHOP UNION ELEM	472,623.08	267	1,770.12	94,524.62	138,356.98	42	3,294.21
PAUMA	150,646.57	84	1,793.41	30,129.31	48,376.69	15	3,225.11
BISHOP U H	123,473.05	89	1,387.34	24,694.61	19,604.17	7	2,800.60
JULIAN U H	12,574.99	15	838.33	2,515.00	4,450.84	2	2,225.42
ARENA UNION ELEM	36,910.82	45	820.24	7,382.16	.00	0	NA

CALIFORNIA							
SAN JACINTO UNIF	82,759.52	94	880.42	16,551.90	18,745.36	8	2,343.17
WARNER U	96,145.23	40	2,403.63	19,229.05	42,076.09	11	3,825.10
KLAMATH-TRINITY UNIF	639,256.52	398	1,606.17	127,851.30	74,722.30	25	2,988.89
CENTRAL U	196,197.98	117	1,676.91	39,239.60	34,343.03	11	3,122.09
SAN PASQUAL VALLEY UNIF	725,236.10	417	1,739.18	145,047.22	339,872.10	105	3,236.88
UPPER LAKE UNION	42,822.21	49	873.92	8,564.44	2,331.39	1	2,331.39
LEMOORE U H	48,827.51	34	1,436.10	9,765.50	.00	0	NA
SUSANVILLE	40,866.49	47	869.50	8,173.30	.00	0	NA
JULIAN U	2,707.92	3	902.64	541.58	.00	0	NA
SUMMERVILLE S	20,265.11	23	881.09	4,053.02	.00	0	NA
ROUND VALLEY UNIF	267,531.84	166	1,611.64	53,506.37	86,985.40	29	2,999.50
ALPINE CO UNIF	116,465.88	71	1,640.36	23,293.18	48,861.77	16	3,053.86
BANNING UNIF	149,360.05	170	878.59	29,872.01	14,035.47	6	2,339.25
FALL RIVER JT UNIF	4,380.45	5	876.09	876.09	.00	0	NA
POINT ARENA JT. UNION H	46,270.48	28	1,652.52	9,254.10	.00	0	NA
DEL NORTE CO UNIF	83,370.13	99	842.12	16,674.03	13,446.73	6	2,241.12
SURPRISE VALLEY JT UNIF	19,990.77	23	869.16	3,998.15	.00	0	NA
LONE PINE UNIF	53,441.48	62	861.96	10,688.30	.00	0	NA
NEEDLES UNIF	341,913.00	255	1,340.84	68,382.60	59,103.02	21	2,814.43
SAN BERNARDINO SUPT-SPEC	43,724.85	58	753.88	8,744.97	.00	0	NA
OWENS VALLEY UNIF	13,442.22	15	896.15	2,688.44	.00	0	NA
STONY CREEK JT UNIF	55,055.56	29	1,898.47	11,011.11	19,565.48	6	3,260.91
DEHESA	4,566.29	5	913.26	913.26	7,300.32	3	2,433.44
CHAWANAKEE JT	7,221.10	8	902.64	1,444.22	7,206.13	3	2,402.04

CALIFORNIA							
ESPARTO UNIF	8,176.84	10	817.68	1,635.37	.00	0	NA
PORTERVILLE U H	31,972.86	35	913.51	6,394.57	.00	0	NA
PORTERVILLE E	111,006.78	126	881.01	22,201.36	9,372.68	4	2,343.17
BIG PINE UNIF	228,012.63	114	2,000.11	45,602.53	31,371.20	9	3,485.69
MODOC JT UNIF	7,052.96	8	881.62	1,410.59	.00	0	NA
EASTERN SIERRA U	81,797.53	49	1,669.34	16,359.51	46,606.13	15	3,107.08
BASS LAKE E	5,415.83	6	902.64	1,083.17	.00	0	NA
LAYTONVILLE UNIFIED	22,548.25	28	805.29	4,509.65	21,429.99	10	2,143.00
TRINIDAD UNION	12,159.07	14	868.51	2,431.81	11,562.77	5	2,312.55
COUNTY SUPT OF SCHOOLS	.00	0	NA	0.00	12,522.53	6	2,087.09
UPPER LAKE UNION	15,380.24	19	809.49	3,076.05	.00	0	NA
TOTAL	**6,016,123.78**	**4,491**	**1,339.60**	**1,097,075.92**	**1,512,737.42**	**511**	**2,960.35**

COLORADO							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
IGNACIO UNITED JT NO 11	544,767.33	315	1,729.42	108,953.47	100,293.37	32	3,134.17
BAYFIELD JT NO 10-R	2,677.08	3	892.36	535.42	.00	0	NA
MONTEZUMA-CORTEZ NO RE-1	203,381.15	228	892.02	40,676.23	87,280.51	38	2,296.86
TOTAL	**750,825.56**	**546**	**1,375.14**	**150,165.11**	**187,573.88**	**70**	**2,679.63**

CONNECTICUT							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
LEDYARD BD OF ED	61,147.09	41	1,491.39	12,229.42	45,752.02	10	4,575.20
TOTAL	**61,147.09**	**41**	**1,491.39**	**12,229.42**	**45,752.02**	**10**	**4,575.20**

FLORIDA							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
GLADES CO SCH BD	111,104.12	135	822.99	22,220.82	2,190.09	1	2,190.09
TOTAL	**111,104.12**	**135**	**822.99**	**22,220.82**	**2,190.09**	**1**	**2,190.09**

IDAHO							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENITITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENITITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
POCATELLO NO 25	239,889.34	289	830.07	47,977.87	130,322.59	59	2,208.86
BLACKFOOT NO 55	236,977.88	285	831.50	47,395.58	79,667.74	36	2,212.99
LAPWAI NO 341	550,204.41	345	1,594.80	110,040.88	195,891.88	66	2,968.06
BRUNEAU-GRAND VIEW JT NO 365	54,556.51	65	839.33	10,911.30	.00	0	NA
KAMIAH JT NO 304	56,990.09	68	838.09	11,398.02	17,850.47	8	2,231.31
JOINT #241	8,327.28	10	832.73	1,665.46	.00	0	NA
AMERICAN FALLS NO 381	28,291.50	33	857.32	5,658.30	15,966.52	7	2,280.93
PLUMMER/WORLEY JT	253,722.53	162	1,566.19	50,744.51	69,956.84	24	2,914.87
BOUNDARY CO NO 101	9,982.12	12	831.84	1,996.42	2,213.65	1	2,213.65
OROFINO JT NO 171	29,521.57	35	843.47	5,904.31	.00	0	NA
TOTAL	**1,468,463.23**	**2,608**	**10,991.46**	**587,385.30**	**1,023,739.38**	**402**	**19,577.29**

IOWA							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
SO TAMA CO COMM	88,351.05	107	825.71	17,670.21	45,872.46	21	2,184.40
TOTAL	**88,351.05**	**107**	**825.71**	**17,670.21**	**45,872.46**	**21**	**2,184.40**

KANSAS							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
MAYETTA UNIF NO 337	160,177.80	126	1,271.25	32,035.56	31,314.13	12	2,609.51
BROWN CO UNIF NO 430	58,727.99	68	863.65	11,745.60	9,000.82	4	2,250.21
TOTAL	**218,905.79**	**194**	**1,128.38**	**43,781.16**	**40,314.95**	**16**	**2,519.68**

MICHIGAN

IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS

	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
BARAGA TWP	366,227.85	148	2,474.51	73,245.57	17,252.57	4	4,313.14
L'ANSE AREA	99,529.84	91	1,093.73	19,905.97	29,323.56	10	2,932.36
LES CHENEAUX COMM SCHS	29,530.84	27	1,093.73	5,906.17	.00	0	NA
ST IGNACE AREA SCHS	74,373.95	68	1,093.73	14,874.79	41,052.97	14	2,932.36
WATERSMEET TWP	62,165.00	28	2,220.18	12,433.00	12,176.41	3	4,058.80
MANISTIQUE AREA SCHS	32,812.04	30	1,093.73	6,562.41	23,458.84	8	2,932.36
SUTTONS BAY PUB SCHS	67,811.54	62	1,093.73	13,562.31	20,526.48	7	2,932.35
TOTAL	**732,451.06**	**454**	**1,613.33**	**146,490.21**	**143,790.83**	**46**	**3,125.89**

MINNESOTA							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
CASS LAKE I NO 115	319,202.04	202	1,580.21	63,841	181,172.61	65	2,787.27
WALKER I NO 113	47,163.82	58	813.17	9,432.76	49,811.89	24	2,075.50
REDLAKE I NO 38	1,627,612.85	847	1,921.62	325,522.57	599,903.01	177	3,389.28
DEER RIVER I NO 317	245,830.60	165	1,489.88	49,166.12	73,535.49	25	2,941.42
COOK COUNTY SCHS	40,213.76	45	893.64	8,042.75	6,839.77	3	2,279.92
MCGREGOR I NO 4	21,512.99	25	860.52	4,302.60	13,172.00	6	2,195.33
BLACKDUCK I NO 32	17,839.12	20	891.96	3,567.82	.00	0	NA
NETT LAKE I NO 707	117,755.50	72	1,635.49	23,551.10	54,980.18	19	2,893.69
MAHNOMEN I NO 432	375,613.33	205	1,832.26	75,122.67	274,695.29	85	3,231.71
SANDSTONE I NO 576	18,246.27	23	793.32	3,649.25	.00	0	NA
WAUBUN I NO 435	264,041.77	146	1,808.51	52,808.35	98,886.23	31	3,189.88
REMER I NO 118	29,466.74	33	892.93	5,893.35	15,951.40	7	2,278.77
BEMIDJI I	58,630.47	66	888.34	11,726.09	20,398.46	9	2,266.50
BAGLEY I NO 162	71,706.81	83	863.94	14,341.36	24,265.47	11	2,205.95
MORTON I NO 652	119,169.27	71	1,678.44	23,833.85	26,712.28	9	2,968.03
CLOQUET I NO 94	155,543.07	172	904.32	31,108.61	94,644.99	41	2,308.41
PARK RAPIDS I NO 309	63,563.68	74	858.97	12,712.74	21,921.09	10	2,192.11
ONAMIA I NO 480	128,088.94	91	1,407.57	25,617.79	102,842.46	37	2,779.53
TOWER I NO 708	22,658.71	27	839.21	4,531.74	6,428.90	3	2,142.97

MINNESOTA							
ST LOUIS CO I NO 710	69,083.96	75	921.12	13,816.79	.00	0	NA
PINE POINT	54,544.32	32	1,704.51	10,908.86	48,102.20	16	3,006.39
TOTAL	**3,867,488.02**	**2,532**	**1,527.44**	**773,497.60**	**1,714,263.72**	**578**	**2,965.85**

MISSISSIPPI

IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS

	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
PHILADELPHIA PUB	3,460.11	4	865.03	692.02	.00	0	NA
LEAKE CO	45,786.76	54	847.90	9,157.35	4,521.49	2	2,260.75
NESHOBA CO	251,021.86	303	828.46	50,204.37	.00	0	NA
NEWTON CO	52,220.27	61	856.07	10,444.05	.00	0	NA
UNION P	6,734.39	8	841.80	1,346.88	.00	0	NA
KEMPER	12,052.87	14	860.92	2,410.57	.00	0	NA
TOTAL	**371,276.26**	**444**	**836.21**	**74,255.25**	**4,521.49**	**2**	**2,260.75**

MONTANA

IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS

	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
COLSTRIP HIGH NO 19	365,271.45	106	3,445.96	73,054.29	59,024.99	11	5,365.91
ARLEE JT E NO 8	166,286.82	95	1,750.39	33,257.36	18,212.34	6	3,035.39
WOLF POINT H NO 45	206,050.18	71	2,902.12	41,210.04	29,684.74	6	4,947.46
LAME DEER NO 6	576,162.74	312	1,846.68	115,232.55	121,605.68	41	2,965.99
HOT SPRINGS E NO 14	9,641.43	11	876.49	1,928.29	2,517.71	1	2,517.71
HOT SPRINGS H NO 14	5,475.68	3	1,825.23	1,095.14	9,373.50	2	4,686.75
HAVRE E NO 16	13,676.00	14	976.86	2,735.20	.00	0	NA
HARLEM E NO 12	577,635.58	306	1,887.70	115,527.12	93,830.78	30	3,127.69
HARLEM H NO 12	382,480.79	94	4,068.94	76,496.16	13,822.65	2	6,911.33
NASHUA H NO 13	13,559.62	7	1,937.09	2,711.92	.00	0	NA
BROWNING E NO 9	2,437,282.52	1,194	2,041.28	487,456.50	568,248.99	168	3,382.43
BROWNING H NO 9	852,038.99	288	2,958.47	170,407.80	125,374.22	26	4,822.09
POLSON E NO 23	246,679.96	172	1,434.19	49,335.99	22,205.29	8	2,775.66
POLSON H NO 23	86,025.83	62	1,387.51	17,205.17	3,430.42	1	3,430.42
BROCKTON E NO 55	177,351.28	63	2,815.10	35,470.26	57,122.60	13	4,394.05
BOX ELDER E NO 13	322,092.76	128	2,516.35	64,418.55	28,484.64	7	4,069.23
DODSON E NO 2	81,735.04	33	2,476.82	16,347.01	.00	0	NA
DODSON H	59,064.14	10	5,906.41	11,812.83	.00	0	NA
WYOLA E NO 29	197,117.48	42	4,693.27	39,423.50	61,494.15	10	6,149.42

MONTANA							
HARDIN E NO 17-H	690,818.06	347	1,990.83	138,163.61	102,283.33	31	3,299.46
HAYS-LODGE POLE E NO 50	318,741.15	123	2,591.39	63,748.23	120,061.57	29	4,140.05
EAST GLACIER NO 50	85,383.16	31	2,754.30	17,076.63	12,699.00	3	4,233.00
HEART BUTTE NO 1	418,412.50	170	2,461.25	83,682.50	91,160.00	23	3,963.48
ASHLAND E NO 32-J	79,379.47	30	2,645.98	15,875.89	12,849.20	3	4,283.07
FRAZER E NO 2	338,644.09	104	3,256.19	67,728.82	59,414.30	12	4,951.19
FRAZER H NO 2B	175,293.10	34	5,155.68	35,058.62	8,816.99	1	8,816.99
WOLF POINT E NO 45	462,237.66	267	1,731.23	92,447.53	182,992.30	61	2,999.87
POPLAR E NO 9	1,074,296.74	490	2,192.44	214,859.35	236,977.83	68	3,484.97
POPLAR H NO 9B	434,324.46	126	3,447.02	86,864.89	102,233.22	19	5,380.70
HAVRE H NO A	7,072.66	5	1,414.53	1,414.53	.00	0	NA
BOX ELDER H NO G	180,756.60	44	4,108.10	36,151.32	19,983.22	3	6,661.07
HARDIN H NO 1	297,123.00	108	2,751.14	59,424.60	42,875.57	9	4,763.95
ARLEE JT H NO 8	167,830.14	56	2,996.97	33,566.03	52,364.78	9	5,818.31
LODGE GRASS H NO 2	529,316.37	139	3,808.03	105,863.27	94,951.24	15	6,330.08
FROID E NO 65	49,399.37	21	2,352.35	9,879.87	.00	0	NA
FROID H NO 65	72,110.48	11	6,555.50	14,422.10	11,191.43	1	11,191.43
COLSTRIP E NO 19	377,924.11	214	1,766.00	75,584.82	70,454.25	23	3,063.23
DIXON E NO 9	61,841.74	29	2,132.47	12,368.35	.00	0	NA
VALIER H NO 18	11,207.41	6	1,867.90	2,241.48	.00	0	NA
VALIER E NO 18	17,038.14	20	851.91	3,407.63	.00	0	NA
BROCKTON H NO 55F	200,323.17	35	5,723.52	40,064.63	62,688.22	6	10,448.04
ST IGNATIUS E NO 28	219,817.10	126	1,744.58	43,963.42	81,642.72	27	3,023.80
ST IGNATIUS H NO 28	191,593.87	52	3,684.50	38,318.77	23,553.24	4	5,888.31

MONTANA							
RONAN H NO 30	260,195.14	100	2,601.95	52,039.03	63,510.57	14	4,536.47
RONAN E NO 30	600,826.73	346	1,736.49	120,165.35	144,447.49	48	3,009.32
ROCKY BOY E NO 87	740,822.93	336	2,204.83	148,164.59	121,544.07	35	3,472.69
CHARLO E NO 7	17,878.67	20	893.93	3,575.73	6,663.54	3	2,221.18
CHARLO H NO 7	14,083.12	8	1,760.39	2,816.62	.00	0	NA
HAYS-LODGE POLE H NO 50	259,077.25	80	3,238.47	51,815.45	11,079.67	2	5,539.84
CULBERTSON E NO 17	104,076.87	48	2,168.27	20,815.37	32,327.32	9	3,591.92
CULBERTSON H NO 17	11,483.15	7	1,640.45	2,296.63	8,461.48	2	4,230.74
FRONTIER ELEM NO 3	33,729.53	24	1,405.40	6,745.91	.00	0	NA
ROCKY BOY H	297,198.29	77	3,859.72	59,439.66	36,073.36	7	5,153.34
CAMAS PRAIRIE NO 11	8,716.67	5	1,743.33	1,743.33	.00	0	NA
MORIN ELEM SCH NO 17	43,683.35	24	1,820.14	8,736.67	.00	0	NA
HEART BUTTE HIGH NO 1	250,316.45	53	4,722.95	50,063.29	17,241.91	2	8,620.96
TOTAL	**15,878,600.99**	**6,727**	**2,360.43**	**3,175,720.20**	**3,044,974.52**	**801**	**3,801.47**

NEBRASKA							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
WINNEBAGO NO 87-00017	666,632.97	233	2,861.09	133,326.59	274,195.29	56	4,896.34
MACY NO 16	694,530.58	266	2,611.02	138,906.12	458,872.32	101	4,543.29
SANTEE	362,500.81	94	3,856.39	72,500.16	96,892.93	15	6,459.53
NIOBRARA NO 1-R	44,686.26	21	2,127.92	8,937.25	10,207.99	2	5,104.00
LYONS-DECATUR NE NO 20	8,259.75	7	1,179.96	1,651.95	6,348.05	2	3,174.03
WALTHILL NO 13	251,233.19	100	2,512.33	50,246.64	104,387.74	22	4,744.90
FALLS CITY PUB SCH	43,231.10	36	1,200.86	8,646.22	.00	0	NA
TOTAL	**2,071,074.66**	**757**	**2,735.90**	**414,214.93**	**950,904.32**	**198**	**4,802.55**

NEVADA							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
CARSON CITY	82,263.95	100	822.64	16,452.79	.00	0	NA
CLARK CO	73,219.87	90	813.55	14,643.97	17,308.84	8	2,163.61
MINERAL CO	138,897.55	117	1,187.16	27,779.51	.00	0	NA
CHURCHILL CO	113,050.99	135	837.41	22,610.20	.00	0	NA
WASHOE CO	318,985.21	390	817.91	63,797.04	78,348.98	36	2,176.36
DOUGLAS CO	69,998.70	84	833.32	13,999.74	.00	0	NA
HUMBOLDT CO	75,034.00	117	641.32	15,006.80	.00	0	NA
ELKO CO	385,860.07	453	851.79	77,172.01	86,143.84	38	2,266.94
PERSHING CO	23,158.86	31	747.06	4,631.77	.00	0	NA
LYON CO	113,458.06	133	853.07	22,691.61	.00	0	NA
WHITE PINE CO	24,866.79	29	857.48	4,973.36	2,284.29	1	2,284.29
TOTAL	**1,418,794.05**	**1,679**	**845.02**	**283,758.80**	**184,085.95**	**83**	**2,217.90**

NEW MEXICO							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
ALBUQUERQUE NO 12	165,660.63	208	796.45	33,132.13	29,672.29	14	2,119.45
POJOAQUE VALLEY SCHS	583,780.32	380	1,536.26	116,756.06	65,763.25	23	2,859.27
SANTA FE PUB SCHS	27,875.58	35	796.45	5,575.12	.00	0	NA
ESPANOLA PUB SCHS	215,836.68	271	796.45	43,167.34	52,986.23	25	2,119.45
TULAROSA MUN NO 4	299,571.48	195	1,536.26	59,914.30	97,215.23	34	2,859.27
FARMINGTON MUN NO 5	121,856.14	153	796.45	24,371.23	36,030.64	17	2,119.45
CENTRAL CONSOL NO 22	7,320,297.96	4,765	1,536.26	1,464,059.59	669,069.57	234	2,859.27
DULCE I NO 21	746,624.30	486	1,536.26	149,324.86	182,993.39	64	2,859.27
TAOS MUN NO 1	101,148.55	127	796.45	20,229.71	55,105.68	26	2,119.45
CIBOLA CO SCHS	1,219,793.62	794	1,536.26	243,958.72	205,867.56	72	2,859.27
PENASCO I NO 4	31,857.81	40	796.45	6,371.56	.00	0	NA
JEMEZ VALLEY PUB SCHS	211,898.03	176	1,203.97	42,379.61	88,443.95	35	2,526.97
RUIDOSO MUN NO 3	603,751.75	393	1,536.26	120,750.35	248,756.63	87	2,859.27
LOS LUNAS SCHS	272,384.30	342	796.45	54,476.86	59,344.59	28	2,119.45
GALLUP-MCKIN CO PUB SCHS	9,443,414.81	6,147	1,536.26	1,888,682.96	2,524,736.90	883	2,859.27
BLOOMFIELD MUN NO 6	224,597.58	282	796.45	44,919.52	65,702.93	31	2,119.45
BERNALILLO MUN	2,004,824.52	1,305	1,536.26	400,964.90	514,668.91	180	2,859.27
CUBA IND SCHS	425,545.13	277	1,536.26	85,109.03	182,993.39	64	2,859.27

NEW MEXICO							
MAGDALENA MUN NO 12	136,727.50	89	1,536.26	27,345.50	37,170.54	13	2,859.27
JEMEZ MOUNTAIN NO 53	49,379.61	62	796.45	9,875.92	.00	0	NA
ZUNI PUB	2,147,697.07	1,398	1,536.26	429,539.41	623,321.22	218	2,859.27
TOTAL	**26,354,523.37**	**17,925**	**1,470.27**	**5,270,904.67**	**5,739,842.90**	**2,048**	**2,802.66**

NORTH CAROLINA							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
SWAIN CO BD OF ED	492,543.31	307	1,604.38	98,508.66	113,481.32	38	2,986.35
GRAHAM CO SCHS	105,714.84	127	832.40	21,142.97	33,228.25	15	2,215.22
JACKSON CO SCHS	152,678.57	185	825.29	30,535.71	87,839.40	40	2,195.99
CHEROKEE CO BD OF ED	48,707.06	62	785.60	9,741.41	.00	0	NA
TOTAL	**799,643.78**	**681**	**1,174.22**	**159,928.76**	**234,548.97**	**93**	**2,522.03**

NORTH DAKOTA

IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS

	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBERSHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
NEW TOWN NO 1	451,388.50	284	1,589.40	90,277.70	183,406.39	62	2,958.17
PARSHALL NO 3	125,188.44	75	1,669.18	25,037.69	83,871.97	27	3,106.37
SOLEN NO 3	173,478.34	104	1,668.06	34,695.67	304,258.28	98	3,104.68
ST JOHN NO 3	114,042.00	71	1,606.23	22,808.40	47,845.14	16	2,990.32
GARRISON NO 51	6,752.09	8	844.01	1,350.42	.00	0	NA
FT TOTTEN NO 30	241,722.61	218	1,108.82	48,344.52	74,309.29	36	2,064.15
WARWICK NO 29	253,807.88	168	1,510.76	50,761.58	98,422.48	35	2,812.07
SELFRIDGE NO 8	107,692.10	66	1,631.70	21,538.42	45,557.73	15	3,037.18
DUNSEITH NO 1	466,426.82	303	1,539.36	93,285.36	275,061.93	96	2,865.23
FORT YATES NO 4	241,876.23	165	1,465.92	48,375.25	215,525.54	79	2,728.17
TWIN BUTTES NO 37	29,103.67	22	1,322.89	5,820.73	7,402.33	3	2,467.44
BELCOURT CO PUB SCH BD	198,843.77	134	1,483.91	39,768.75	38,663.71	14	2,761.69
MANDAREE PUB NO 36	22,736.71	15	1,515.78	4,547.34	.00	0	NA
WHITE SHIELD	8,944.47	7	1,277.78	1,788.89	.00	0	NA
DEVILS LAKE NO 1	163,359.79	186	878.28	32,671.96	56,094.76	24	2,337.28
EIGHT MILE NO 6	182,013.14	108	1,685.31	36,402.63	100,360.44	32	3,136.26
OBERON NO 16	35,419.42	23	1,539.97	7,083.88	.00	0	NA
SHEYENNE PUB SCH	18,781.87	15	1,252.12	3,756.37	18,390.73	7	2,627.25

NORTH DAKOTA							
TOTAL	2,841,577.85	1,972	1,440.96	568,315.57	1,549,170.72	544	2,847.74

OKLAHOMA

IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS

	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
FAXON D NO 128	1,699.08	2	849.54	339.82	.00	0	NA
CACHE I NO 1	265,466.42	163	1,628.63	53,093.28	69,702.69	23	3,030.55
JONES I NO 9	12,796.22	15	853.08	2,559.24	.00	0	NA
MCALESTER I NO 80	35,167.49	41	857.74	7,033.50	31,956.58	14	2,282.61
LAWTON I NO 8	5,088.40	6	848.07	1,017.68	.00	0	NA
GERONIMO I NO 4	61,897.07	48	1,289.52	12,379.41	10,837.89	4	2,709.47
SHAWNEE I NO 93	234,146.07	289	810.19	46,829.21	53,904.66	25	2,156.19
PRYOR I NO 1	23,300.45	28	832.16	4,660.09	7,747.77	4	1,936.94
TALIHINA I NO 52	278,285.69	167	1,666.38	55,657.14	89,939.98	29	3,101.38
STERLING I NO 3	5,008.75	6	834.79	1,001.75	.00	0	NA
ELGIN I NO 16	106,661.73	127	839.86	21,332.35	46,934.03	21	2,234.95
HAYWOOD D NO 88	3,424.71	4	856.18	684.94	.00	0	NA
TECUMSEH I NO 92	101,670.67	120	847.26	20,334.13	.00	0	NA
FLETCHER I NO 9	11,672.35	14	833.74	2,334.47	.00	0	NA
CROWDER I NO 28	14,937.77	17	878.69	2,987.55	.00	0	NA
APACH I NO 6	118,403.38	96	1,233.37	23,680.68	54,357.93	21	2,588.47
KIOWA I NO 14	5,982.19	7	854.60	1,196.44	4,545.04	2	2,272.52
LEFLORE I NO 16	40,326.68	47	858.01	8,065.34	.00	0	NA
MCLOUD I NO 1 94	101,741.47	122	833.95	20,348.29	95 .00	0	NA

OKLAHOMA							
SAVANNA I NO 30	15,574.93	18	865.27	3,114.99	11,515.67	5	2,303.13
MUSKOGEE I NO 20	13,831.60	17	813.62	2,766.32	6,499.64	3	2,166.55
HARTSHORNE I NO 1	39,038.18	25	1,561.53	7,807.64	14,518.75	5	2,903.75
EUFAULA I NO 1	341,630.97	228	1,498.38	68,326.19	108,747.63	39	2,788.40
HODGEN D NO 14	4,884.86	6	814.14	976.97	.00	0	NA
HARRAH I NO 7	21,698.71	26	834.57	4,339.74	.00	0	NA
DALE I NO 2	18,601.43	22	845.52	3,720.29	.00	0	NA
PADEN I NO 14	6,061.84	7	865.98	1,212.37	.00	0	NA
CYRIL I NO 64	27,114.54	34	797.49	5,422.91	8,501.35	4	2,125.34
CHANDLER I NO 1	8,530.81	10	853.08	1,706.16	.00	0	NA
STUART I NO 54	2,557.48	3	852.49	511.50	.00	0	NA
STROTHER I NO 14	65,442.25	52	1,258.50	13,088.45	26,420.87	10	2,642.09
HAILEYVILLE I NO 11	17,114.73	20	855.74	3,422.95	18,203.72	8	2,275.47
MARLOW I NO 3	18,743.02	22	851.96	3,748.60	.00	0	NA
ATOKA I NO 15	43,884.14	53	828.00	8,776.83	11,021.13	5	2,204.23
MEEKER I NO 94	37,972.74	44	863.02	7,594.55	16,084.27	7	2,297.75
CALVIN I NO 48	14,875.83	17	875.05	2,975.17	4,662.79	2	2,331.40
CANEY PUB SCHS NO 26	23,937.61	28	854.91	4,787.52	.00	0	NA
CLAREMORE I NO 1	12,636.93	15	842.46	2,527.39	.00	0	NA
CHECOTAH I NO 19	72,857.05	88	827.92	14,571.41	.00	0	NA
PRAGUE I NO 103	12,867.02	15	857.80	2,573.40	.00	0	NA
SKIATOOK I NO 7	132,218.78	155	853.02	26,443.76	36,313.23	16	2,269.58
PURCELL I NO 15	17,592.59	20	879.63	3,518.52	9,372.68	4	2,343.17
KREBS DEP NO 9	4,230.01	5	846.00	846.00	.00	0	NA

OKLAHOMA							
COWETA I NO 17	34,919.70	42	831.42	6,983.94	13,281.88	6	2,213.65
SAPULPA PUBLIC SCHOOLS	48,937.14	59	829.44	9,787.43	39,727.90	18	2,207.11
WEWOKA I NO 2	28,388.85	34	834.97	5,677.77	8,878.14	4	2,219.54
LOCUST GROVE I NO 17	91,219.54	114	800.17	18,243.91	.00	0	NA
QUINTON I NO 17	47,875.21	57	839.92	9,575.04	.00	0	NA
WILBURTON I NO 1	31,733.92	37	857.67	6,346.78	9,137.19	4	2,284.30
PITTSBURG I NO 63	9,433.45	11	857.59	1,886.69	11,421.48	5	2,284.30
CALUMET I NO 76	2,451.29	3	817.10	490.26	.00	0	NA
MOUNDS I NO 5	21,327.03	25	853.08	4,265.41	2,260.75	1	2,260.75
WALTERS I NO 1	32,919.74	39	844.10	6,583.95	13,470.28	6	2,245.05
ARDMORE I NO 19	152,882.10	192	796.26	30,576.42	46,604.33	22	2,118.38
DAVIS I NO 10	30,282.62	36	841.18	6,056.52	.00	0	NA
MCCURTAIN I NO 37	17,911.17	22	814.14	3,582.23	.00	0	NA
LIBERTY I NO 14	11,778.54	14	841.32	2,355.71	.00	0	NA
SULPHUR I NO 14	71,432.30	88	811.73	14,286.46	8,642.65	4	2,160.66
RED OAK I NO 2	17,937.72	21	854.18	3,587.54	29,554.54	13	2,273.43
FT COBB-BROXTON I NO 68	191,572.12	115	1,665.84	38,314.42	49,592.48	16	3,099.53
CARNEGIE I NO 63	323,315.30	204	1,584.88	64,663.06	82,601.18	28	2,950.04
MTN VIEW-GOTEBO SCHOOL	34,273.70	40	856.84	6,854.74	.00	0	NA
PANOLA I NO 4	13,690.01	17	805.29	2,738.00	.00	0	NA
FRONTIER NO 4	209,529.34	128	1,636.95	41,905.87	57,884.37	19	3,046.55
WETUMKA I NO 5	155,367.50	97	1,601.73	31,073.50	38,759.02	13	2,981.46
TEMPLE I NO 101	2,548.62	3	849.54	509.72	2,260.75	1	2,260.75
GEARY I NO 80	54,397.22	65	836.88	10,879.44	.00	0	NA

OKLAHOMA							
WATONGA I NO 42	40,291.29	47	857.26	8,058.26	9,137.19	4	2,284.30
CANTON I NO 105	142,258.04	88	1,616.57	28,451.61	39,108.48	13	3,008.34
GRACEMONT I NO 86	96,972.40	65	1,491.88	19,394.48	.00	0	NA
WELEETKA I NO 31	84,157.23	67	1,256.08	16,831.45	31,643.28	12	2,636.94
STIDHAM D NO 16	38,713.85	24	1,613.08	7,742.77	.00	0	NA
BRAGGS I NO 46	10,097.16	12	841.43	2,019.43	.00	0	NA
SEILING I NO 8	38,087.79	44	865.63	7,617.56	41,470.56	18	2,303.92
BINGER -ONEY I NO 15	41,193.92	49	840.69	8,238.78	.00	0	NA
VERDEN I NO 99	7,353.85	9	817.09	1,470.77	.00	0	NA
SEQUOYAH I NO 6	6,008.74	7	858.39	1,201.75	.00	0	NA
SASAKWA I NO 10	92,363.61	57	1,620.41	18,472.72	.00	0	NA
QUAPAW I NO 14	191,418.49	117	1,636.06	38,283.70	36,535.14	12	3,044.60
DICKSON I NO 77	38,353.27	46	833.77	7,670.65	8,878.14	4	2,219.54
BEARDEN I NO 29	27,499.13	16	1,718.70	5,499.83	.00	0	NA
HAMMON I NO 66	63,756.69	49	1,301.16	12,751.34	19,120.74	7	2,731.53
ALLEN I NO 1	46,600.90	56	832 16	9,320.18	.00	0	NA
TWIN HILLS I NO 11	19,008.49	25	760.34	3,801.70	.00	0	NA
COLCORD I NO 4	18,088.16	22	822.19	3,617.63	.00	0	NA
PAWNEE I NO 1	52,928.21	61	867.68	10,585.64	.00	0	NA
BOWLEGS I NO 3	68,706.34	55	1,249.21	13,741.27	.00	0	NA
NEW LIMA I NO 6	29,645.46	35	847.01	5,929.09	.00	0	NA
MASON I NO 2	103,646.62	65	1,594.56	20,729.32	20,777.37	7	2,968.20
PRESTON I NO 5	15,725.37	18	873.63	3,145.07	.00	0	NA
TAHLEWUAH I NO 35	126,882.59	162	783.23	25,376.52	97,965.66	47	2,084.38

OKLAHOMA							
WILSON I NO 7	145,381.79	90	1,515.35	29,076.36	21,031.54	7	3,004.51
WYANDOTTE I NO 1	42,583.28	50	851.67	8,516.66	24,938.85	11	2,267.17
JUSTICE D NO 54	73,552.90	47	1,564.96	14,710.58	8,736.66	3	2,912.22
DUSTIN I NO 9	60,716.57	40	1,517.91	12,143.31	14,137.51	5	2,827.50
HOLDENVILLE I NO 35	100,263.62	121	828.63	20,052.72	6,617.39	3	2,205.80
HULBERT I NO 16	155,265.08	92	1,687.66	31,053.02	53,404.84	17	3,141.46
KELLYVILLE I NO 31	25,866.77	30	862.23	5,173.35	.00	0	NA
LITTLE AXE D NO 70	72,520.77	87	833.57	14,504.15	31,061.70	14	2,218.69
HANNA I NO 64	53,427.85	33	1,619.03	10,685.57	21,095.07	7	3,013.58
JAY I NO 1	67,166.89	84	799.61	13,433.38	.00	0	NA
TURKEY FORD D NO 10	18,005.99	14	1,286.14	3,601.20	.00	0	NA
VIAN I NO 2	85,847.96	102	841.65	17,169.59	.00	0	NA
PONCA CITY I NO 71	131,457.72	161	816.51	26,291.54	63,018.30	29	2,173.04
DAHLONEGAH D NO 29	90,707.85	57	1,591.37	18,141.57	56,264.12	19	2,961.27
SALINA I NO 16	71,237.61	84	848.07	14,247.52	.00	0	NA
GREASY DEP NO 32	75,055.04	50	1,501.10	15,011.01	22,334.09	8	2,791.76
BELL D NO 33	71,948.36	47	1,530.82	14,389.67	85,492.22	30	2,849.74
BELFONTE D NO 50	34,770.78	22	1,580.49	6,954.16	32,341.54	11	2,940.14
MADILL I NO 2	34,627.67	41	844.58	6,925.53	.00	0	NA
MULDROW I NO 3	52,698.13	62	849.97	10,539.63	.00	0	NA
ASHER I NO 112	19,521.76	23	848.77	3,904.35	18,062.42	8	2,257.80
LEACH D NO 14	45,797.73	28	1,635.63	9,159.55	.00	0	NA
KANSAS I NO 3	166,274.98	107	1,553.97	33,255.00	26,019.38	9	2,891.04
VAMOOSA DEP NO 8	38,491.95	24	1,603.83	7,698.39	.00	0	NA

OKLAHOMA							
GORE I NO 6	27,769.39	33	841.50	5,553.88	.00	0	NA
LOST CITY D NO 17	12,398.00	18	688.78	2,479.60	1,836.86	1	1,836.86
KINGSTON I NO 3	21,318.19	25	852.73	4,263.64	.00	0	NA
HOBART I NO 1	19,141.24	23	832.23	3,828.25	2,213.65	1	2,213.65
GRAHAM I NO 32	24,610.16	32	769.07	4,922.03	.00	0	NA
MOSS I NO 1	24,787.15	29	854.73	4,957.43	4,545.04	2	2,272.52
PLEASANT GROVE I NO 5	67,254.22	41	1,640.35	13,450.84	12,199.56	4	3,049.89
CAVE SPRINGS I NO 30	134,354.82	107	1,255.65	26,870.96	56,073.50	24	2,336.40
COMMERCE I NO 18	47,866.37	58	825.28	9,573.27	.00	0	NA
PAWHUSKA I NO 2	92,148.73	112	822.76	18,429.75	37,231.66	17	2,190.10
OKMULGEE I NO 1	269,809.13	337	800.62	53,961.83	51,125.83	24	2,130.24
STROUD I NO 54	23,636.73	28	844.17	4,727.35	.00	0	NA
STILWELL I NO 25	470,830.77	277	1,699.75	94,166.15	145,536.93	46	3,163.85
OKTAHA I NO 8	31,468.44	39	806.88	6,293.69	.00	0	NA
MORRIS I NO 3	68,273.06	80	853.41	13,654.61	.00	0	NA
PLAINVIEW I NO 27	38,096.63	46	828.19	7,619.33	24,232.37	11	2,202.94
OKAY PUB SCH 1-1	7,672.43	9	852.49	1,534.49	.00	0	NA
WARNER I NO 74	32,990.54	40	824.76	6,596.11	24,138.18	11	2,194.38
TISHOMINGO I NO 20	41,636.39	49	849.72	8,327.28	15,825.22	7	2,260.75
TENKILLER DEP NO 66	56,790.56	35	1,622.59	11,358.11	6,036.24	2	3,018.12
BRIGGS D NO 44	97,552.76	60	1,625.88	19,510.55	48,417.00	16	3,026.06
RYAL D NO 3	89,632.47	54	1,659.86	17,926.49	.00	0	NA
SKELLY D NO 1	40,079.42	25	1,603.18	8,015.88	.00	0	NA
HOMINY I NO 38	227,725.54	139	1,638.31	45,545.11	82,315.25	27	3,048.71

OKLAHOMA							
ROCKY MOUNTAIN NO 24	76,028.00	46	1,652.78	15,205.60	101,504.15	33	3,075.88
BATTIEST I NO 71	71,248.04	57	1,249.97	14,249.61	7,861.69	3	2,620.56
MARYETTA D NO 22	128,295.12	84	1,527.32	25,659.02	62,522.74	22	2,841.94
WHITE OAK I NO 1	23,796.02	30	793.20	4,759.20	.00	0	NA
KENWOOD DEP NO 30	210,963.18	127	1,661.13	42,192.64	71,100.56	23	3,091.33
STONY POINT D NO 124	34,309.90	22	1,559.54	6,861.98	.00	0	NA
SPAVINAW D NO 21	31,089.08	24	1,295.38	6,217.82	24,455.45	9	2,717.27
PEAVINE D NO 19	70,104.85	47	1,491.59	14,020.97	16,647.32	6	2,774.55
MAUD I NO 117	13,026.31	16	814.14	2,605.26	4,333.10	2	2,166.55
SMITHVILLE I NO 14	228,152.28	136	1,677.59	45,630.46	40,601.66	13	3,123.20
TIPTON I NO 8	2,530.92	3	843.64	506.18	.00	0	NA
POCOLA I NO 7	34,132.10	40	853.30	6,826.42	.00	0	NA
WICKLIFFE D NO 35	96,955.33	59	1,643.31	19,391.07	.00	0	NA
KONAWA I NO 4	46,512.41	56	830.58	9,302.48	17,685.62	8	2,210.70
BISHOP D NO 49	2,008.81	2	1,004.41	401.76	.00	0	NA
VARNUM I NO 7	15,150.16	18	841.68	3,030.03	.00	0	NA
STIGLER I NO 20	21,742.95	27	805.29	4,348.59	12,858.00	6	2,143.00
TANNEHILL D NO 56	6,468.90	8	808.61	1,293.78	.00	0	NA
BRUSHY D NO 36	9,654.69	12	804.56	1,930.94	.00	0	NA
WHITESBORO I NO 62	20,353.61	25	814.14	4,070.72	.00	0	NA
WITEFIELD	7,384.30	6	1,230.72	1,476.86	12,915.62	5	2,583.12
LOOKEBA-SICKLES I NO 12	8,141.44	10	814.14	1,628.29	.00	0	NA
NORTH ROCK CREEK D NO 10	141,558.19	87	1,627.11	28,311.64	54,516.78	18	3,028.71
PEGGS D NO 31	4,964.51	6	827.42	992.90	4,403.74	2	2,201.87

OKLAHOMA							
KINTA I NO 13	17,468.70	21	831.84	3,493.74	.00	0	NA
CADDO PUB SCH	6,672.44	8	834.06	1,334.49	.00	0	NA
DARLINGTON D NO 70	60,033.79	37	1,622.53	12,006.76	.00	0	NA
THOMAS I NO 6	12,229.86	14	873.56	2,445.97	.00	0	NA
DAVENPORT I NO 3	11,778.54	14	841.32	2,355.71	.00	0	NA
DEWAR I NO 8	29,406.53	34	864.90	5,881.31	.00	0	NA
SEMINOLE I NO 1	78,502.97	93	844.12	15,700.59	.00	0	NA
COALGATE I NO 1	27,857.89	33	844.18	5,571.58	.00	0	NA
MCLISH I NO 22	51,891.58	32	1,621.61	10,378.32	18,108.72	6	3,018.12
RANIA	5,026.46	6	837.74	1,005.29	2,237.19	1	2,237.19
NUYAKA SCH D-10	884.94	1	884.94	176.99	.00	0	NA
MILBURN I NO 29	14,964.32	18	831.35	2,992.86	.00	0	NA
STRINGTOWN I8 NO 7	19,229.73	23	836.08	3,845.95	.00	0	NA
COTTONWOOD D NO 4	10,442.29	12	870.19	2,088.46	.00	0	NA
MORRISON I NO 6	1,752.18	2	876.09	350.44	.00	0	NA
BROKEN BOW I NO 74	96,953.94	117	828.67	19,390.79	.00	0	NA
EAGLETOWN	10,309.54	12	859.13	2,061.91	.00	0	NA
GYPSY	16,813.85	19	884.94	3,362.77	.00	0	NA
SHADY GROVE D NO 26	83,760.53	52	1,610.78	16,752.11	23,986.11	8	2,998.26
MARIETTA I NO 16	20,919.96	25	836.80	4,183.99	2,237.19	1	2,237.19
MILL CREEK I NO 2	101,837.24	65	1,566.73	20,367.45	.00	0	NA
CALERA PUB SCHS	9,964.42	12	830.37	1,992.88	.00	0	NA
KEYS D NO 6	17,150.12	21	816.67	3,430.02	2,166.55	1	2,166.55
IDABEL I NO 5	53,034.41	64	828.66	10,606.88	15,448.43	7	2,206.92

OKLAHOMA							
BUFFALO VALLEY I NO 3	28,043.72	33	849.81	5,608.74	.00	0	NA
GUM SPRINGS D NO 69	11,368.36	7	1,624.05	2,273.67	.00	0	NA
WAINWRIGHT D NO 9	4,973.35	6	828.89	994.67	.00	0	NA
VALLIANT I NO 11	21,654.46	26	832.86	4,330.89	.00	0	NA
LUKFATA D NO 9	43,931.38	34	1,292.10	8,786.28	.00	0	NA
GLENPOOL I NO 13	112,971.34	134	843.07	22,594.27	.00	0	NA
HUGO I NO 39	35,503.76	45	788.97	7,100.75	.00	0	NA
ADA I NO 19	56,114.00	67	837.52	11,222.80	31,203.01	14	2,228.79
OLNEY I NO 4	31,022.19	24	1,292.59	6,204.44	.00	0	NA
BYNG I NO 16	186,049.62	225	826.89	37,209.92	68,222.71	31	2,200.73
KEOTA I NO 43	28,689.73	35	819.71	5,737.95	.00	0	NA
TUSKAHOMA	4,654.78	6	775.80	930.96	.00	0	NA
CLAYTON I NO 10	24,459.72	29	843.44	4,891.94	.00	0	NA
TUSKHA I NO 19	21,583.67	25	863.35	4,316.73	.00	0	NA
WESTVILLE I NO 11	52,963.61	63	840.69	10,592.72	24,609.16	11	2,237.20
MIDWAY PUB SCHS	11,176.78	13	859.75	2,235.36	.00	0	NA
MARBLE CITY D NO 35	112,027.78	87	1,287.68	22,405.56	55,120.41	23	2,396.54
GRANDVIEW D NO 34	66,525.82	52	1,279.34	13,305.16	13,421.02	5	2,684.20
SILO I NO 1	22,070.38	26	848.86	4,414.08	6,782.24	3	2,260.75
WOODALL D NO 21	110,525.66	66	1,674.63	22,105.13	31,166.07	10	3,116.61
HAWORTH I NO 6	15,150.16	18	841.68	3,030.03	.00	0	NA
LANE DEP NO 22	15,734.22	18	874.12	3,146.84	.00	0	NA
BRISTOW I NO 2	40,972.68	49	836.18	8,194.54	.00	0	NA
ANTLERS I NO 13	73,149.08	89	821.90	14,629.82	.00	0	NA

OKLAHOMA							
DURANT PUB SCHS	37,963.89	47	807.74	7,592.78	6,452.54	3	2,150.85
BOKOSHE I NO 26	15,884.66	19	836.03	3,176.93	8,901.68	4	2,225.42
WASHITA HEIGHTS I NO 9	21,512.87	25	860.51	4,302.57	.00	0	NA
COLEMAN I NO 35	5,150.35	6	858.39	1,030.07	.00	0	NA
OKEMAH I NO 26	82,812.61	103	804.01	16,562.52	42,789.32	20	2,139.47
FORT TOWSON I NO 2	16,247.49	19	855.13	3,249.50	2,284.29	1	2,284.29
AIBION	13,992.72	11	1,272.07	2,798.54	.00	0	NA
ZION DEP NO 28	85,399.21	53	1,611.31	17,079.84	27,004.24	9	3,000.47
EARLSBORO I NO 5	79,151.74	47	1,684.08	15,830.35	25,066.28	8	3,133.29
DEPEW I NO 21	20,592.53	26	792.02	4,118.51	.00	0	NA
TONKAWA I NO 87	57,034.33	69	826.58	11,406.87	24,185.27	11	2,198.66
OLIVE PUB SCHS NO 17	3,451.26	4	862.82	690.25	4,592.14	2	2,296.07
OAKS MISSION I NO 5	158,969.18	103	1,543.39	31,793.84	20,110.21	7	2,872.89
WOODLAND I NO 25	96,919.28	77	1,258.69	19,383.86	23,781.60	9	2,642.40
ANADARKO I NO 20	411,930.32	335	1,229.64	82,386.06	79,992.64	31	2,580.41
NASHOBA	4,884.86	6	814.14	976.97	.00	0	NA
STONEWALL I NO 30	20,937.66	25	837.51	4,187.53	.00	0	NA
VANOSS I NO 9	10,946.70	12	912.23	2,189.34	.00	0	NA
AFTON I NO 26	858.39	1	858.39	171.68	2,284.29	1	2,284.29
BOSWELL I NO 1	128,465.81	84	1,529.35	25,693.16	11,373.55	4	2,843.39
ROCK CREEK PUB SCHS	32,061.35	38	843.72	6,412.27	.00	0	NA
LOWREY NO 10	15,743.07	20	787.15	3,148.61	.00	0	NA
GRANT NO 3	13,079.40	15	871.96	2,615.88	6,970.64	3	2,323.55
WRIGHT CITY NO 39	48,361.93	57	848.45	9,672.39	13,540.93	6	2,256.82

OKLAHOMA							
LEON NO 8	14,116.56	9	1,568.51	2,823.31	.00	0	NA
WATTS NO 4	11,442.27	14	817.31	2,288.45	.00	0	NA
AGRA I NO 134	19,353.62	23	841.46	3,870.72	.00	0	NA
BENNINGTON I NO 40	97,211.37	60	1,620.19	19,442.27	12,072.48	4	3,018.12
WYNNEWOOD NO 38	7,557.38	9	839.71	1,511.48	20,111.22	9	2,234.58
TUPELO I NO 2	24,052.65	29	829.40	4,810.53	11,044.69	5	2,208.94
STRATFORD I NO 2	14,663.44	17	862.56	2,932.69	13,776.42	6	2,296.07
LATTA I NO 24	54,804.28	64	856.32	10,960.86	36,454.52	16	2,278.41
RATTAN I NO 1	115,848.29	91	1,273.06	23,169.66	.00	0	NA
MIAMI I NO 23	67,299.63	81	830.86	13,459.93	24,326.57	11	2,211.51
CUSHING I NO 67	58,326.34	71	821.50	11,665.27	13,117.03	6	2,186.17
SOPER I NO 4	57,603.09	46	1,252.24	11,520.62	.00	0	NA
GROVE I NO 2	48,751.30	58	840.54	9,750.26	22,371.97	10	2,237.20
FAIRLAND I NO 31	10,964.40	13	843.42	2,192.88	4,497.94	2	2,248.97
LONE GROVE I NO 32	11,778.54	14	841.32	2,355.71	8,948.78	4	2,237.20
BARNSDALL I NO 29	4,247.71	5	849.54	849.54	.00	0	NA
HARMONY SCHOOL	4,353.90	5	870.78	870.78	2,307.85	1	2,307.85
NORWOOD SCHOOL	10,946.70	14	781.91	2,189.34	4,168.25	2	2,084.13
WYNONA I NO 30	12,964.36	15	864.29	2,592.87	.00	0	NA
WATSON PUB NO 56	9,150.14	7	1,307.16	1,830.03	8,226.70	3	2,742.23
HENRYETTA I NO 2	18,167.80	21	865.13	3,633.56	.00	0	NA
ACHILLE SCHOOL	20,194.31	26	776.70	4,038.86	.00	0	NA
GLOVER ELM SCH	6,814.04	8	851.76	1,362.81	4,545.04	2	2,272.52
PICKETT-CENTER NO 20	10,256.45	12	854.70	2,051.29	4,545.04	2	2,272.52

OKLAHOMA							
NOWATA PUB SCHS	36,282.51	42	863.87	7,256.50	.00	0	NA
HOLLY CREEK D NO 72	7,814.02	9	868.22	1,562.80	.00	0	NA
CHRISTIE	5,229.99	6	871.67	1,046.00	2,331.39	1	2,331.39
TURNER	11,150.24	13	857.71	2,230.05	.00	0	NA
GOODLAND	3,946.83	5	789.37	789.37	2,095.90	1	2,095.90
MOYERS	28,640.94	20	1,432.05	5,728.19	.00	0	NA
TOTAL	**14,519,546.85**	**12,969**	**1,119.56**	**2,903,909.37**	**3,577,171.37**	**1,384**	**2,584.66**

OREGON							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
HARNEY CO NO 3	56,885.58	51	1,115.40	11,377.12	19,030.04	6	3,171.67
PENDLETON NO 16-R	254,869.89	201	1,268.01	50,973.98	102,436.67	30	3,414.56
JEFFERSON SO NO 509-J	2,126,693.00	845	2,516.80	425,338.60	454,987.70	99	4,595.84
ATHENA-WESTON NO 29RJ	69,735.53	58	1,202.34	13,947.11	.00	0	NA
TOTAL	**2,508,184.00**	**1,155**	**2,171.59**	**501,636.81**	**576,454.41**	**135**	**4,270.03**

SOUTH DAKOTA							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
FLANDREAU I NO 3	59,540.29	68	875.59	11,908.06	15,908.48	7	2,272.64
ANDES CNTRL NO 11-1	192,831.97	122	1,580.59	38,566.39	103,439.35	35	2,955.41
TODD CO I 66-1	2,815,916.32	1,444	1,950.08	563,183.26	788,972.83	237	3,329.00
CHAMBERLAIN I NO 1	199,820.97	142	1,407.19	39,964.19	52,952.06	19	2,786.95
SISSETON I NO 1	641,722.03	360	1,782.56	128,344.41	126,449.45	40	3,161.24
SHANNON CO I NO 1	1,754,353.97	714	2,457.08	350,870.79	685,718.14	177	3,874.11
HARROLD 32-1	88,943.79	41	2,169.36	17,788.76	25,582.70	7	3,654.67
EAGLE BUTTE I NO 3	391,455.61	213	1,837.82	78,291.12	107,166.74	33	3,247.48
WHITE RIVER NO 47-1	469,344.50	205	2,289.49	93,868.90	247,522.04	65	3,808.03
TIMBER LAKE 20-3	131,638.88	71	1,854.07	26,327.78	51,526.68	16	3,220.42
WOOD I NO 30	9,102.26	9	1,011.36	1,820.45	.00	0	NA
MCLAUGHLIN I NO 21	530,626.08	272	1,950.83	106,125.22	398,521.48	114	3,495.80
MCINTOSH I NO 15-1	266,877.81	121	2,205.60	53,375.56	137,602.29	32	4,300.07
SMEE NO 15-3	193,675.05	104	1,862.26	38,735.01	98,562.00	28	3,520.07
BROWNS VALLEY I NO 54-1	21,841.90	16	1,365.12	4,368.38	2,796.15	1	2,796.15
STANLEY CO NO 57-1	4,247.71	5	849.54	849.54	.00	0	NA
WILMOT NO 54-7	11,601.88	13	892.45	2,320.38	11,578.51	5	2,315.70
WAUBAY I NO 18-3	154,716.07	85	1,820.19	30,943.21	45,033.73	14	3,216.70

SOUTH DAKOTA							
VEBLEN I NO 1	19,220.45	20	961.02	3,844.09	17,162.44	7	2,451.78
WAGNER COMM NO 11-4	220,954.18	124	1,781.89	44,190.84	85,074.95	27	3,150.92
ISABEL NO 20-2	77,637.18	34	2,283.45	15,527.44	26,951.80	7	3,850.26
BONESTEEL-FAIRFAX 26-5	54,011.82	34	1,588.58	10,802.36	50,087.16	16	3,130.45
KADOKA NO 35-1	178,481.99	94	1,898.74	35,696.40	3,236.46	1	3,236.46
WINNER NO 59-2	102,664.58	118	870.04	20,532.92	33,850.38	15	2,256.69
LYMAN I NO 12	18,592.51	21	885.36	3,718.50	.00	0	NA
BENNETT CO NO 3-1	182,905.44	94	1,945.80	36,581.09	43,105.34	13	3,315.80
DUPREE NO 64-2	277,842.67	142	1,956.64	55,568.53	129,835.12	37	3,509.06
OELRICHS PUB SCHS 23-3	5,151.44	6	858.57	1,030.29	.00	0	NA
TOTAL	**9,075,719.35**	**4,692**	**1,934.30**	**1,815,143.87**	**3,288,636.28**	**953**	**3,450.83**

TEXAS							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
EAGLE PASS I	56,945.84	70	813.51	11,389.17	0.00	0	NA
TOTAL	56,945.84	70	813.51	11,389.17	0.00	0	0.00

UTAH							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
TOOELE CO	25,017.23	30	833.91	5,003.45	4,427.30	2	2,213.65
SAN JUAN	2,002,759.10	1,245	1,608.64	400,551.82	796,402.48	266	2,993.99
DUCHESNE CO	194,314.96	233	833.97	38,862.99	113,178.59	51	2,219.19
UINTAH CO	336,091.08	403	833.97	67,218.22	308,474.07	139	2,219.24
SEVIER	112,581.97	135	833.94	22,516.39	64,360.61	29	2,219.33
TOTAL	**2,670,764.34**	**2,046**	**1,305.36**	**534,152.87**	**1,286,843.05**	**487**	**2,642.39**

WASHINGTON							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
NO KITSAP NO 400	205,254.82	229	896.31	41,050.96	104,586.04	46	2,273.61
GRANGER NO 204	67,228.92	75	896.39	13,445.78	13,637.44	6	2,272.91
TOPPENISH NO 202	537,034.24	390	1,377.01	107,406.85	168,027.55	61	2,754.55
WAPATO NO 207	1,268,594.94	722	1,757.06	253,718.99	325,991.14	104	3,134.53
LYLE NO 406	4,486.39	5	897.28	897.28	.00	0	NA
QUINAULT NO 97	14,339.23	16	896.20	2,867.85	9,099.71	4	2,274.93
UNION GAP NO 2	8,963.22	10	896.32	1,792.64	2,280.99	1	2,280.99
GOLDENDALE NO 404	30,476.86	34	896.38	6,095.37	.00	0	NA
INCHELIUM NO 70	240,720.06	137	1,757.08	48,144.01	62,689.32	20	3,134.47
CURLEW NO 50	7,174.40	8	896.80	1,434.88	.00	0	NA
NESPELEM NO 14	249,496.03	142	1,757.01	49,899.21	100,289.53	32	3,134.05
MARYSVILLE NO 25	372,867.96	416	896.32	74,573.59	179,616.21	79	2,273.62
OMAK NO 19	576,325.51	328	1,757.09	115,265.10	354,191.30	113	3,134.44
ENUMCLAW NO 216	.00	0	0	0.00	2,280.99	1	2,280.99
SHELTON NO 309	46,604.91	52	896.25	9,320.98	4,537.72	2	2,268.86
WELLPINIT NO 49	337,349.38	192	1,757.03	67,469.88	125,378.63	40	3,134.47
REPUBLIC C NO 309	4,486.39	5	897.28	897.28	.00	0	NA
GLENWOOD C NO 401	33,051.20	24	1,377.13	6,610.24	.00	0	NA
QUILLAYUTE VALLEY NO 402	52,880.12	59	896.27	10,576.02	45,474.30	20	2,273.72

WASHINGTON							
MABTON NO 120	42,128.08	47	896.34	8,425.62	.00	0	NA
OKANOGAN NO 105	43,027.28	48	896.40	8,605.46	25,018.14	11	2,274.38
TAHOLAH NO 77	305,733.43	174	1,757.09	61,146.69	178,667.90	57	3,134.52
LA CONNER NO 311	321,541.40	183	1,757.06	64,308.28	169,267.85	54	3,134.59
FERNDALE NO 502	297,575.02	332	896.31	59,515.00	109,148.03	48	2,273.92
CONCRETE NO 11	.00	0	00	0.00	2,280.99	1	2,280.99
KELLER NO 3	158,136.04	90	1,757.07	31,627.21	9,400.06	3	3,133.35
HOOD CANAL NO 404	172,200.08	98	1,757.14	34,440.02	62,689.32	20	3,134.47
COLUMBIA NO 206	130,026.72	74	1,757.12	26,005.34	87,778.42	28	3,134.94
CUSICK C NO 59	26,889.66	30	896.32	5,377.93	18,199.43	8	2,274.93
MARY WALKER NO 207	121,182.84	88	1,377.08	24,236.57	44,064.61	16	2,754.04
WHITE SALMON VLY 405 17	1,788.82	2	894.41	357.76	.00	0	NA
OAKVILLE NO 400	163,405.37	93	1,757.05	32,681.07	25,089.10	8	3,136.14
QUEETS-CLEARWATER NO 20	59,744.03	34	1,757.18	11,948.81	15,689.06	5	3,137.81
CRESCENT	4,486.39	5	897.28	897.28	4,537.72	2	2,268.86
NOOKSACK VALLEY NO 506	34,953.68	39	896.25	6,990.74	34,117.85	15	2,274.52
SEDRO WOOLLEY NO 101	10,752.03	12	896.00	2,150.41	4,537.72	2	2,268.86
MT ADAMS NO 209	906,642.86	516	1,757.06	181,328.57	238,212.71	76	3,134.38
NORTH BEACH NO 64	10,752.03	12	896.00	2,150.41	11,380.70	5	2,276.14

WASHINGTON							
GRAND COULEE DAM NO 301-J	303,970.73	173	1,757.06	60,794.15	94,033.98	30	3,134.47
REARDAN-EDWALL NO 9	15,238.39	17	896.38	3,047.68	2,280.99	1	2,280.99
TOTAL	**7,187,509.46**	**4,911**	**1,463.55**	**1,437,501.89**	**2,634,475.45**	**919**	**2,866.68**

WISCONSIN

IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS

	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
TOMAH PUB SCHS	23,802.58	24	991.77	4,760.52	13,519.05	5	2,703.81
BARABOO	22,843.76	23	993.21	4,568.75	.00	0	NA
WISCONSIN DELLS JT NO 1	47,010.37	46	1,021.96	9,402.07	10,894.11	4	2,723.53
BLACK RIVER FALLS	126,944.01	123	1,032.07	25,388.80	58,415.10	21	2,781.67
LAC DU FLAMBEAU NO 1	931,483.18	304	3,064.09	186,296.64	345,984.86	63	5,491.82
HAYWARD COMM SCHS	445,436.43	274	1,625.68	89,087.29	179,033.39	54	3,315.43
CRANDON	154,061.94	98	1,572.06	30,812.39	132,359.53	41	3,228.28
LAKELAND U H	130,463.39	79	1,651.44	26,092.68	129,101.95	30	4,303.40
SIREN JT NO 3	54,242.49	53	1,023.44	10,848.50	15,292.27	6	2,548.71
BAYFIELD CITY JT NO 1	471,434.07	212	2,223.75	94,286.81	139,074.52	35	3,973.56
WABENO AREA	43,403.68	39	1,112.91	8,680.74	27,694.66	10	2,769.47
BOWLER PUB SCHS	317,092.02	122	2,599.11	63,418.40	112,029.94	26	4,308.84
WEBSTER C NO 1	23,794.60	21	1,133.08	4,758.92	31,005.98	11	2,818.73
SEYMOUR COMM SCHS	136,436.79	130	1,049.51	27,287.36	74,149.48	26	2,851.90
ASHLAND CITY UNIF NO 1	212,313.90	206	1,030.65	42,462.78	83,310.44	30	2,777.01
WEST DE PERE	120,403.50	117	1,029.09	24,080.70	41,950.96	15	2,796.73
MENOMINEE INDIAN	1,526,605.66	776	1,967.28	305,321.13	919,379.59	256	3,591.33
UNITY	39,515.96	39	1,013.23	7,903.19	18,906.18	7	2,700.88
CUMBERLAND	30,604.87	31	987.25	6,120.97	15,793.58	6	2,632.26

WISCONSIN							
TOTAL	**4,857,893.20**	**2,717**	1,787.96	971,578.64	**2,347,895.59**	**646**	**3,634.51**

WYOMING							
IMPACT AID PROGRAM: FISCAL YEAR 93 SECTION 3 APPLICANTS CLAIMING INDIAN LANDS							
	STUDENTS RESIDING ON INDIAN LANDS - SUPER A				HANDICAPPED STUDENTS RESIDING ON INDIAN LANDS - SUPER A SPED		
SCHOOL DISTRICT	PRORATED ENTITLEMENT	MEMBER-SHIP	IMPACT AID RECEIPTS/ STUDENT	INDIAN ADD-ON	PRORATED ENTITLEMENT	MEMBER-SHIP	RECEIPTS/ STUDENT
FREMONT CO NO 14	2,618,409.53	622	4,209.66	523,681.91	346,200.11	61	5,675.41
FREMONT CO NO 21	1,241,978.99	301	4,126.18	248,395.80	288,816.26	48	6,017.01
ARAPAHOE NO 38	867,312.19	265	3,272.88	173,462.44	94,097.00	20	4,704.85
FREMONT CO NO 6	284,266.25	77	3,691.77	56,853.25	107,474.57	19	5,656.56
FREMONT CO NO 1	36,270.24	30	1,209.01	7,254.05	16,449.52	6	2,741.59
TOTAL	**5,048,237.20**	**1,295**	**3,898.25**	**1,009,647.45**	**853,037.46**	**154**	**5,539.20**

TABLE 3

IMPACT AID AS A PERCENTAGE OF TOTAL OPERATING BUDGETS

ARIZONA - IMPACT AID AS A PERCENTAGE OF DISTRICT TOTAL M&O BUDGETS FOR SELECTED STATES			
P.L. 81-874 IMPACT AID PROGRAM FY92 DATA			
STUDENTS RESIDING ON INDIAN LANDS - SUPER A			
LOCAL SCHOOL DISTRICT	TOTAL M&O BUDGET	PRORATED ENTITLEMENT	% OF BUDGET
CEDAR UNIFIED	$ 4,434,093	$ 1,551,193	35.0%
CHINLE UNIFIED	$ 23,090,986	$ 7,953,242	34.4%
FT. THOMAS UNIFIED	$ 2,583,583	$ 705,318	27.3%
GANADO UNIFIED	$ 10,674,781	$ 3,658,060	34.3%
INDIAN OASIS UNIFIED	$ 7,502,905	$ 2,853,759	38.0%
KAYENTA UNIFIED	$ 14,577,080	$ 6,501,644	44.6%
PAGE UNIFIED	$ 13,269,657	$ 3,523,143	26.6%
PARKER UNIFIED	$ 7,568,362	$ 2,217,821	29.3%
PEACH SPRINGS ELEM	$ 1,275,378	$ 550,167	43.1%
PINON UNIFIED	$ 4,846,160	$ 1,359,171	28.1%
RED MESA UNIFIED	$ 4,673,177	$ 1,278,638	27.4%
SACATON ELEM	$ 3,949,713	$ 1,321,136	33.5%
SAN CARLOS UNIFIED	$ 8,242,420	$ 2,825,042	34.3%
SANDERS UNIFIED	$ 4,215,601	$ 1,818,989	43.2%
TUBA CITY UNIFIED	$ 13,223,718	$ 4,800,023	36.3%
WHITERIVER UNIFIED	$ 10,888,930	$ 3,580,288	32.9%
WINDOW ROCK UNIFIED	$ 15,784,541	$ 5,721,185	36.3%
Sub-Total	$ 150,801,085	$ 52,218,819	34.6%
AGUA FRIA UHS	$ 6,603,285	$ 36,331	.6%
ANTELOPE UHS	$ 1,707,368	$ 12,049	.7%
BEAVER CREEK ELEM	$ 1,037,154	$ 10,026	1.0%
BULLHEAD CITY ELEM	$ 7,132,191	$ 12,848	2.0%
CARTWRIGHT ELEM	$ 50,693,287	$ 10,333	.0%
CASA GRANDE UHS	$ 8,175,934	$ 196,225	2.4%
CHANDLER UNIFIED	$ 40,799,954	$ 104,171	.3%

ARIZONA - IMPACT AID AS A PERCENTAGE OF DISTRICT TOTAL M&O BUDGETS FOR SELECTED STATES			
COOLIDGE UNIFIED	$ 9,917,047	$ 333,843	3.4%
CRANE ELEM	$ 15,190,899	$ 26,697	.2%
DYSART UNIFIED	$ 16,427,547	$ 474,804	2.9%
FLAGSTAFF UNIFIED	$ 41,372,766	$ 1,213,989	2.9%
FREDONIA-MOCCASIN UNIF	$ 1,883,276	$ 333,248	17.7%
GILA BEND UNIFIED	$ 2,854,042	$ 299,429	10.5%
GRAND CANYON UNIFIED	$ 1,508,779	$ 472,250	31.3%
HOLBROOK UNIFIED	$ 7,425,244	$ 870,689	11.7%
LITCHFIELD ELEM	$ 5,596,555	$ 83,784	1.5%
MARICOPA UNIFIED	$ 3,146,965	$ 223,164	7.1%
TOTAL	$ 523,074,463.00	$ 109,151,518.00	

MINNESOTA - IMPACT AID AS A PERCENTAGE OF DISTRICT TOTAL M&O BUDGETS FOR SELECTED STATES			
P.L. 81-874 IMPACT AID PROGRAM FY93 DATA			
STUDENTS RESIDING ON INDIAN LANDS - SUPER A			
LOCAL SCHOOL DISTRICT	TOTAL M&O BUDGET	PRORATED ENTITLEMENT	% OF BUDGET
CASS LAKE I NO 115	$5,337,888	319,202.04	6.0%
WALKER I NO 113	4,379,640	47,163.82	1.1%
REDLAKE I NO 38		1,627,612.85	??
DEER RIVER I NO 317	5,038,894	245,830.60	4.9%
COOK COUNTY SCHS	3,308,039	40,213.76	1.2%
MCGREGOR I NO 4	2,468,047	21,512.99	0.9%
BLACKDUCK I NO 32	3,489,034	17,839.12	.5%
NETT LAKE I NO 707	914,475	117,755.50	12.9%
MAHNOMEN I NO 432	4,567,843	375,613.33	8.2%
SANDSTONE I NO 576	4,544,379	18,246.27	.4%
WAUBUN I NO 435	3,292,562	264,041.77	8.0%
REMER I NO 118	2,926,980	29,466.74	1.0%
BEMIDJI I	23,589,594	58,630.47	.3%
BAGLEY I NO 162	5,877,639	71,706.81	1.2%
MORTON I NO 652	1,143,960	119,169.27	10.4%
CLOQUET I NO 94	11,284,783	155,543.07	1.4%
PARK RAPIDS I NO 309	8,344,408	63,563.68	.8%
ONAMIA I NO 480	3,659,455	128,088.94	3.5%
TOWER I NO 708	1,794,970	22,658.71	1.3%
ST LOUIS CO I NO 710	11,706,726	69,083.96	.6%
PINE POINT		54,544.32	??
TOTAL	107,669,316.00	3,867,488.02	

MONTANA - IMPACT AID AS A PERCENTAGE OF DISTRICT TOTAL M&O BUDGETS			
P.L. 81-874 IMPACT AID PROGRAM FY92 DATA			
STUDENTS RESIDING ON INDIAN LANDS - SUPER A			
LOCAL SCHOOL DISTRICT	TOTAL M&O BUDGET	PRORATED ENTITLEMENT	% OF BUDGET
COLSTRIP HIGH NO 19	3,042,355	424,296	14.0%
ARLEE JT E NO 8	1,276,579	184,498	14.0%
WOLF POINT H NO 45	1,511,537	235,735	16.0%
LAME DEER NO 6	1,440,000	697,769	48.0%
HOT SPRINGS E NO 14	507,433	12,159	2.0%
HOT SPRINGS H NO 14	443,402	14,849	3.0%
HAVRE E NO 16	5,496,416	13,676	0.0%
HARLEM E NO 12	2,390,176	671,466	28.0%
HARLEM H NO 12	1,043,576	396,303	38.0%
NASHUA H NO 13	558,730	13,560	2.0%
BROWNING E NO 9	8,000,000	3,005,507	38.0%
BROWNING H NO 9	3,700,000	977,413	26.0%
POLSON E NO 23	2,986,486	268,885	9.0%
POLSON H NO 23	1,601,520	89,455	6.0%
BROCKTON E NO 55	706,091	234,474	33.0%
BOX ELDER E NO 13	1,017,853	354,661	35.0%
DODSON E NO 2	466,286	81,735	18.0%
DODSON H	464,746	59,064	13.0%
WYOLA E NO 29	670,157	258,612	39.0%
HARDIN E NO 17-H	4,577,396	793,101	17.0%
HAYS-LODGE POLE E NO 50	1,013,675	270,157	27.0%
EAST GLACIER NO 50	310,000	98,083	32.0%
HEART BUTTE NO 1	1,030,000	509,572	49.0%
ASHLAND E NO 32-J	435,393	92,228	21.0%
FRAZER E NO 2	800,231	398,058	50.0%
FRAZER H NO 2B	626,614	184,110	29.0%
WOLF POINT E NO 45	2,636,344	645,230	24.0%
POPLAR E NO 9	3,800,000	1,311,275	35.0%
POPLAR H NO 9B	2,238,579	536,557	24.0%
HAVRE H NO A	2,777,046	7,072	0.0%

MONTANA - IMPACT AID AS A PERCENTAGE OF DISTRICT TOTAL M&O BUDGETS			
P.L. 81-874 IMPACT AID PROGRAM FY92 DATA			
STUDENTS RESIDING ON INDIAN LANDS - SUPER A			
LOCAL SCHOOL DISTRICT	TOTAL M&O BUDGET	PRORATED ENTITLEMENT	% OF BUDGET
COLSTRIP HIGH NO 19	3,042,355	424,296	14.0%
BOX ELDER H NO G	711,586	200,740	28.0%
HARDIN H NO 1	2,758,534	339,998	12.0%
ARLEE JT H NO 8	1,005,122	220,194	22.0%
LODGE GRASS H NO 2	1,845,657	624,267	34.0%
FROID E NO 65	404,604	49,399	12.0%
FROID H NO 65	359,476	83,301	23.0%
COLSTRIP E NO 19	4,612,373	448,378	10.0%
DIXON E NO 9	334,000	61,842	19.0%
VALIER H NO 18	505,725	11,207	2.0%
VALIER E NO 18		17,038	??
BROCKTON H NO 55F	602,495	263,011	44.0%
ST IGNATIUS E NO 28	1,346,463	301,460	22.0%
ST IGNATIUS H NO 28	1,035,947	215,147	21.0%
RONAN H NO 30	1,709,120	323,706	19.0%
RONAN E NO 30	3,793,511	745,274	20.0%
ROCKY BOY E NO 87	1,746,958	862,367	49.0%
CHARLO E NO 7	644,070	24,542	4.0%
CHARLO H NO 7	466,210	14,083	3.0%
HAYS-LODGE POLE H NO 50	726,294	300,263	41.0%
CULBERTSON E NO 17	874,427	136,403	16.0%
CULBERTSON H NO 17	568,331	19,965	4.0%
FRONTIER ELEM NO 3	558,958	33,730	6.0%
ROCKY BOY H	1,102,922	333,271	30.0%
CAMAS PRAIRIE NO 11	45,805	8,716	19.0%
MORIN ELEM SCH NO 17	131,500	68,123	52.0%
PRYOR EL	443,802	111,176	25.0%
PLENTY COUPS HS	513,571	300,263	58.0%
HEART BUTTE HIGH NO 1	664,672	267,558	40.0%
TOTAL	87,080,754.00	19,224,982.00	

NORTH DAKOTA - IMPACT AID AS A PERCENTAGE OF DISTRICT TOTAL M&O BUDGETS			
P.L. 81-874 IMPACT AID PROGRAM FY92 DATA			
STUDENTS RESIDING ON INDIAN LANDS - SUPER A			
LOCAL SCHOOL DISTRICT	TOTAL M&O BUDGET	PRORATED ENTITLEMENT	% OF BUDGET
NEW TOWN NO 1	3,080,635	451,388.50	15.0%
PARSHALL NO 3	1,457,775	125,188.44	9.0%
SOLEN NO 3	1,683,243	173,478.34	10.0%
ST JOHN NO 3	1,166,538	114,042.00	10.0%
GARRISON NO 51		6,752.09	??
FT TOTTEN NO 30	1,236,730	241,722.61	20.0%
WARWICK NO 29	1,312,640	253,807.88	19.0%
SELFRIDGE NO 8	791,500	107,692.10	14.0%
DUNSEITH NO 1	2,648,755	466,426.82	18.0%
FORT YATES NO 4	1,703,566	241,876.23	14.0%
TWIN BUTTES NO 37	1,123,871	29,103.67	3.0%
BELCOURT CO PUB SCH BD	8,460,764	198,843.77	2.0%
MANDAREE PUB NO 36	2,456,039	22,736.71	1.0%
WHITE SHIELD	692,343	8,944.47	1.0%
DEVILS LAKE NO 1	7,153,482	163,359.79	2.0%
EIGHT MILE NO 6	1,391,901	182,013.14	13.0%
OBERON NO 16	275,990	35,419.42	13.0%
SHEYENNE PUB SCH	603,950	18,781.87	3.0%
TOTAL	37,239,722.00	2,841,577.85	

TABLE 4

APPROPRIATIONS HISTORY

A History of Impact Aid Appropriations
FY'51 - '90

Fiscal Year	Total Appropriation	% Difference	Dollar Difference	Authorized Levels	Appro.vs.Auth. %	Dollars
FY'51	$29,080,788	N/A	N/A	$29,080,788	100%	$0
FY'52	$51,570,000	77.33%	$22,489,212	$51,570,000	100%	$0
FY'53	$60,500,000	17.32%	$8,930,000	$60,500,000	100%	$0
FY'54	$72,350,000	19.59%	$11,850,000	$72,350,000	100%	$0
FY'55	$75,000,000	3.66%	$2,650,000	$75,000,000	100%	$0
FY'56	$90,000,000	20.00%	$15,000,000	$90,000,000	100%	$0
FY'57	$113,050,000	25.61%	$23,050,000	$113,050,000	100%	$0
FY'58	$127,000,000	12.34%	$13,950,000	$127,000,000	100%	$0
FY'59	$157,362,000	23.91%	$30,362,000	$157,362,000	100%	$0
FY'60	$186,300,000	18.39%	$28,938,000	$186,300,000	100%	$0
FY'61	$217,300,000	16.64%	$31,000,000	$217,300,000	100%	$0
FY'62	$247,000,000	13.67%	$29,700,000	$247,000,000	100%	$0
FY'63	$283,322,000	14.71%	$36,322,000	$283,322,000	100%	$0
FY'64	$320,670,000	13.18%	$37,348,000	$320,670,000	100%	$0
FY'65	$332,000,000	3.53%	$11,330,000	$332,000,000	100%	$0
FY'66	$388,000,000	16.87%	$56,000,000	$388,000,000	100%	$0
FY'67	$416,200,000	7.27%	$28,200,000	$416,200,000	100%	$0
FY'68	$406,355,000	-2.37%	($9,845,000)	$406,355,000	100%	$0
FY'69	$505,900,000	24.50%	$99,545,000	$505,900,000	100%	$0
FY'70	$507,700,000	0.36%	$1,800,000	$507,700,000	100%	$0
FY'71	$536,068,000	5.59%	$28,368,000	$536,068,000	100%	$0
FY'72	$592,580,000	10.54%	$56,512,000	$592,580,000	100%	$0
FY'73	$535,495,000	-9.63%	($57,085,000)	$535,495,000	100%	$0
FY'74	$574,416,000	7.27%	$38,921,000	$574,416,000	100%	$0
FY'75	$636,016,000	10.72%	$61,600,000	$636,016,000	100%	$0
FY'76	$730,000,000	14.78%	$93,984,000	$730,000,000	100%	$0
FY'77	$776,000,000	6.30%	$46,000,000	$776,000,000	100%	$0
FY'78	$775,000,000	-0.13%	($1,000,000)	$775,000,000	100%	$0
FY'79	$786,100,000	1.43%	$11,100,000	$786,100,000	100%	$0
FY'80	$772,000,000	-1.79%	($14,100,000)	$772,000,000	100%	$0
FY'81	$706,750,000	-8.45%	($65,250,000)	$706,750,000	100%	$0
FY'82	$441,776,532	-37.49%	($264,973,468)	$455,000,000	97%	($13,223,468)
FY'83	$467,020,879	5.71%	$25,244,347	$455,000,000	103%	$12,020,879
FY'84	$555,000,000	18.84%	$87,979,121	$455,000,000	122%	$100,000,000
FY'85	$665,000,000	19.82%	$110,000,000	$740,000,000	90%	($75,000,000)
FY'86	$634,405,000	-4.60%	($30,595,000)	$760,000,000	83%	($125,595,000)
FY'87	$685,000,000	7.98%	$50,595,000	$780,000,000	88%	($95,000,000)
FY'88	$685,498,000	0.07%	$498,000	$800,000,000	86%	($114,502,000)
FY'89	$709,396,000	3.49%	$23,898,000	$735,000,000	97%	($25,604,000)
FY'90	$717,354,000	1.12%	$7,958,000	$785,000,000	91%	($67,646,000)
FY'91	$759,000,000	5.81%	$41,646,000	$835,000,000	91%	($76,000,000)

Notes:

For the Authorized Levels, FY'51-'81 -- Such sums are necessary. Technically, Appropriations could "authorize and appropriate."

For FY'91 -- These are projected figures based on appropriations thus far.

Source: National Association of Federally Impacted Schools

APPENDIX A

REVIEW CHECK-OFF
INDIAN POLICIES AND PROCEDURES
(U.S. Department of Education)

Form for Review of Indian Policies and Procedures (IPP)

Applicant:_____ App#:_____

1. IPP specifies how the LEA will give tribal officials and parents of Indian children (parents) an opportunity to comment on the participation of Indian children on an equal basis in the education program. [34 CFR 223.11(a)(1)]

e.g., Provides that a school board meeting will focus on this issue or places this issue on a school board meeting agenda.

_____ Yes _____ No

2. IPP specifies how the Lea will assess the extent to which Indian children participate on an equal basis in the educational program. [34 CFR 223.11(a)(2)]

e.g., LEA officials will review school data and comments from tribal officials and parents to assess the extent of Indian children's participation in the educational program on an equal basis.

_____ Yes _____ No

3. IPP specifies procedures for modifying the educational program, when necessary, to allow Indian children to participate on an equal basis. [34 CFR 223.11(a)(3)]

e.g., If necessary, establishes a task force to prepare a modified educational program to ensure equal participation in the program by Indian children.

_____ Yes _____ No

4. IPP specifies how the LEA will disseminate, in a timely manner, the following materials to tribal officials and parents. [34 CFR 223.11(b)(1,223.10(b)]

e.g., When available, sends a copy of the following materials to the parents and to tribal officials.

_____ Yes	_____ No	P.L. 81-874 application;
_____ Yes	_____ No	evaluations of education programs assisted with P.L. 81-874 funds; and
_____ Yes	_____ No	program plans for education programs the LEA plans to initiate/eliminate.

5. IPP specifies that the parents and tribal officials will have adequate time and opportunity to present their views re: the P.L. 81-874 application, evaluations and program plans listed in #4, above. [34 CFR 223.11(b)(2)]

e.g., Provides that a school board meeting will be held, after the materials have been disseminated, for the discussion of the materials, or for this issue to be an agenda item for a school board meeting.

_____ Yes _____ No

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6. IPP describes how the LEA will actively consult and regularly involve tribal officials and parents in the planning and development of education programs assisted with P.L. 81-874 funds. [34 CFR 223.11(c)]

e.g., Provides for a school board meeting to discuss this matter or places this item on the agenda of a school board meeting. Sets up parents-teacher task force to review the matter and report their findings at a school board meeting.

_____ Yes _____ No

7. IPP describes the LEA's method to afford tribal officials and parents an opportunity to make recommendations and present their views regarding: the needs of their children; the ways they can assist their children to realize the benefits to be derived from the education programs assisted with P.L. 81-874 monies; and their overall views on the LEA's educational program including its operation and the parental participation allowed. This description of the LEA's methods must include specific ways the LEA will gather information concerning Indian views, including the frequency, location, and time of meetings. [34 CFR 223.11(d); 34 CFR 223.10(d)]

e.g., Provides for a school board meeting once a year, the location and time to be announced in the local newspaper, during which the tribal officials and parents may make recommendations concerning the needs of their children and their ability to assist their children's education, and present their views regarding the needs of their children, the LEA's educational program and the parental participation allowed.

_____ Yes _____ No

8. IPP contains specific procedures for assessing the meaningfulness of Indian input and modifying the LEA's policies and procedures based on that input. [34 CFR 223.11(e)]

e.g., Establishes a task force of ad hoc committee to review the Indian input and opportunity for input and the LEA's response to the Indian comments recommending changes in the LEA's policies and procedures and recommend modification of the policies and procedures, if necessary, to respond to the Indian input. Provide for a school board meeting to modify the IPP, if necessary.

_____ Yes _____ No

IPP SUBSTANTIALLY COMPLIES WITH THE MINIMUM REQUIREMENTS AND STANDARDS OF 34 CFR 223.10-11

_____ Yes _____ No

Reviewer:_____ Date:_____ Concurred:_____

Comments:_____

_____

_____

APPENDIX B

SAMPLE

INDIAN POLICIES AND PROCEDURES

MEETS MINIMUM STANDARDS
(See 34 CFR 223)
INDIAN POLICIES AND PROCEDURES

BOARD POLICY

Non-Instructional Operations

Procedures for Indian and Tribal Participation in P.L. 81-874 Assisted programs:

A. Compliance Officer

In order to ensure compliance with the Board policy and procedures on public participation and other issues related to P.L. 81-874, the Board will annually designate a member of the administrative staff to serve as compliance officer and liaison person to the Indian community. This person will review the continuing efforts of the district and ensure that adequate actions are being taken to fulfill the intent of this policy and procedures.

The compliance officer/liaison person will also review any questions or complaints submitted by parents or tribal representatives regarding actions related to these policies and procedures and will ensure that any concerns are resolved or answered.

B. Indian Parent and Tribal Officials Opportunity for Input

1. School Board of Director meetings are open to the public. All public and/or special board meetings are advertised in the local media and through posting of notices of a minimum of 24 hours prior to the meeting. Tribal officials and parent committee members will be mailed Board agenda prior to Board meeting.

Regular meetings are held the fourth Monday of each month. Summaries of action taken by the Board are published in local papers with complete copies of proceedings available in the district superintendent's office

2. Any parent of an Indian student, organization, tribal official or other person may request to be heard by the Board on the following issues:

a. Equal participation of Indian students in educational programs.
b. Program evaluations, program plans and the 874 application.
c. Education Programs.
d. Needs of Indian children.
e. Ways to assist Indian children.
f. Such other concerns which directly effect the education of Indian children.

3. A request to be heard must be made by the Thursday prior to the regularly scheduled meeting. In most cases where the request was not possible, the parent, organization, tribal official or other person may comment on all agenda items or be heard individually on points a-f above during the regularly scheduled "Hearing of Visitors" portion of the board meeting.

C. Opportunity for Equal Participation

1. The District will present to the _____ Tribal Council, _____ 874 Committee a copy of its basic education program for review and comment. This report shall be the State Basic Education compliance report, _____ and shall be presented to the Committee on or before December 15 annually. Said document shall also be available for review by district parents on request.

2. The Board shall require that the Compliance Officer conduct an annual Indian Students Needs Survey and report the results of that survey to the Board on or before May 15 of each year.

3. When the Board finds that Indian children are not able to participate in basic education programs on an equal basis it shall implement the following steps:

a. Form a task force of individuals of not less than five (5) members composed of Indian parents, school personnel, tribal official(s) and other interested parents;
b. Outline the problem area to be studied;
c. Set a timeline to receive recommendations from the task force;
d. Hear recommendations during a public board meeting at which further input may be received;
e. Direct the school administration to implement solutions which will allow equal participation either at the beginning of the next semester or next school year whichever is earliest; require follow up documentation from district administration that opportunity for equal participation has been achieved.

D. Dissemination of Materials to Tribal Officials and Indian Parents

1. A summary of the P.L. 81-874 application will be published and mailed to all _____ School District households and _____ tribal officials in December of each year, with a note that the full document will be sent upon request. The copy will be mailed a minimum of seven (7) days prior to the Board review/hearing date. Included in the packet will be a notice of the review/hearing date.

2. The district will distribute (mail) annually in September, to each district household and tribal official, a school calendar and information sheet. The information will include a synopsis, evaluation and overview of programs associated with 874 funds as well as a

review of special categorical funds programs as contained in the District Guide, with a note that the documents will be sent upon request.

3. The district publishes a quarterly newsletter containing basic information regarding school activities and programs. Basic information includes review of standardized test scores, special programs, reports on new programs or those slated for deletion. In addition, dates of Board meetings are published to allow for comment concerning programs.

4. Parents have access and are invited to participate on advisory committees which deal with program development or deletion.

5. Board meetings are open for public comment on all aspects of the district program. Newsletters are mailed to all district household and Tribal Education Committee Members.

6. The schools of the district will schedule open house programs for parents to provide opportunities for parents to discuss school matters with district personnel.

E. Input on P.L. 81-874 Application

1. The Board will include a review/hearing of the district's P.L. 81-874 application at a regularly scheduled or special meeting in December of each year. (January may be substituted for December in the event of unscheduled conflicts). Notice of such hearing will be given as follows:

   a. Through local, district and tribal newspapers;
   b. By published announcement posted in conspicuous public places and tribal offices;
   c. By mailed invitation to parents on Indian children and tribal officials.

2. A minimum of seven (7) days prior to the Board review/hearing of the district's P.L. 81-874 application, each parent of an Indian child or tribal officials will receive a copy of the application summary, notice of review/hearing, invitation to attend and a synopsis of potential financial impact to the district.

F. Consultation and Involvement

1. In addition to steps outlined in Section B 1, 2 and 3 and Section E 1 and 2 and the district will provide further opportunities for consultation and involvement by utilizing several parent advisory committees.

2. Advisory committees include those designated to meet specific legal mandates such as Title IV A, Johnson O'Malley, Chapter 1 and Vocational Education. These committees meet on a regularly scheduled basis according to parent determination.

3. Other advisory committees include self-study, curriculum development and such committees as needed to meet district goals. Parents of Indian children and tribal officials receive notice, invitations and are actively recruited to participate on these advisory committees. Advisory committees report findings to support current programs or suggestions for changes or improvement. These reports are part of the Board agenda and are advertised accordingly.

G. Opportunity to Make Recommendations

1. All Board of Directors meetings are open to the public and allow for input regarding all aspects of the district programs. Parents of Indian children or tribal officials may address the Board at any of these meetings concerning needs of Indian students as outlined in Section A.

2. Specifically the board will request input regarding Indian students at a minimum of three (3) meetings per year. These meetings are to coincide with the public review/hearing of the P.L. 81-874, Title IV-A and Johnson O'Malley grant applications. Tentatively these meetings will be in December, January and May of each school year.

3. Notice of these meetings and request for input shall be through published notices to Indian parents and tribal officials and notice during parent advisory meetings.

4. A public budget hearing will be held annually on or before July 31 of each year. Parents of Indian children or tribal officials shall be given the opportunity for input into the budget.

H. Assessments of Effectiveness of IPP's and Indian Input

1. The _____ Tribal Council 874 Committee meets on a regular basis. Meetings include a review of LEA policies, procedures and educational program.

2. Also, the _____ Tribal Council 874 Committee, along with parent representation, shall annually review district activities which have given Indian parents and tribal officials opportunities for input into the district's educational program. This review will include documentation of activities specified in the IPP's and the IPP's themselves. Based on that review the Parent Committee and tribal officials may make recommendations to the Board for changes to the IPP's as needed to further insure opportunity for input.

3. The Board will hear the report from this review annually during a regularly scheduled public meeting in June. Changes to IPP's will be forwarded to appropriate agencies for approval and implemented after approval has been received.

BOARD POLICY

4. District IPP's shall be distributed to all households within the district seven (7) days prior to the Board meeting.

Adopted by the Board November 21, 1988

DOES NOT MEET MINIMUM STANDARDS
(See 34 CFR 223)
INDIAN POLICIES AND PROCEDURES

The _____ board of education in its regular session August 14, 1979 met and accepted the resolutions and policies as issued by the Department of HEW pertaining to Title I Public Law 82-874. And will abide by such regulations as set forth in the memorandum Dated July 12, 1979 from this day forward.

1. Indian children shall be permitted to participate in all school programs on an equal basis with all other children education by the LEA.

2. Application, evaluation, and program plans will be disseminated to the tribes and parents of Indian children through the news media, letters sent home by the students or through public posting of such programs and meetings.

3. That parents of Indian children shall be permitted to present their views regarding applications on all programs.

4. That parents of Indian children shall have an opportunity to make recommendations concerning the needs of their children and the ways in which they can assist their children in realizing the benefits to be derived for the education program of the _____ School District.

5. That parents of Indian children will be consulted and involved in the planning and development of the educational programs of the _____ School District.

6. That the parents of Indian children will be provided an opportunity to present their overall views on the educational programs of the _____ School District on an equal basis with other parents of children educated by this district.

7. Mailing addresses and names of tribal leaders and parents will be maintained by the LEA at all times.

8. The board shall consider policies and procedures at each monthly board meeting and these policies and procedures shall be ongoing.

The policies and procedures of the parents of Indian Children are as follows:

1. Indian children will be permitted to participate in all school activities and program on an equal basis with all other children educated by the LEA.

2. The _____ Schools evaluation and program plans are adequately dissimulated to tribes and parents of Indian children and the tribes and parents of children residing on Indian lands.

3. Have an opportunity to present their views regarding applications.

4. Have an opportunity to make recommendation concerning the needs of their children and the ways by which they can assist their children in realizing the benefits to be derived from the education program of _____ School District.

5. Are actively consulted and involved in the planning and development of the educational program of the _____ School, and are afforded the opportunity of presenting their overall views on the educational program and its operation, and degree of parental participation allowed.

The parents of Indian children by popular vote elected the following named persons to represent the Indian population of _____ School and insure that these policies and procedures are carried out to the best of their ability.

The parent committee will work with the local Board of Education and school officials pertaining to all procedures and policies established by the parents of Indian children and report to said parents by means of a letter. The parent council will be required to call such meetings as deemed necessary by them to discuss any change or difficulties which may arise.

SAMPLE

ARLEE SCHOOLS DISTRICT #8J
Arlee, Montana 59821

POLICIES AND PROCEDURES
P.L. 81-874 IMPACT AID

STATEMENT OF PURPOSE

The following Policies and Procedures are developed and enacted for the express purpose of assuring that -

1. Indian children claimed under section 3(a) participate on an equal basis in the school program with all other children served by the Arlee Schools.

2. Applications, evaluations, and program plans are adequately disseminated to the Confederated Salish and Kootenai Tribes and parents of Indian children claimed under section 3(a); and

3. The Confederated Salish and Kootenai Tribes, parents of Indian children claimed under section 3(a), and parents of other children served by Arlee Schools are -

   a. afforded an opportunity to present their views with respect to the application, including the opportunity to make recommendations concerning the needs of their children and the ways by which they can assist their children in realizing the benefits to be derived from the educational programs assisted under P.L. 81-874;

   b. actively consulted and involved in the planning and development of programs assisted under P.L. 81-874; and

   c. afforded a general opportunity to present their overall views on the educational program, including the operation of such programs, and the degree of parental participation allowed.

1. Arlee schools will, by October 1, assess each of its programs, classrooms, teams, clubs, etc., and record at a minimum the total number of students participating, the number of Indian students participating, and the percentage of Indian students participating. This report shall be disseminated to the Confederated Salish and Kootenai Tribes and to Indian parents.

Where the percentage of Indian student participation is significantly lower than the overall

percentage of Indian students in the school, the school shall attempt to determine why by consulting with the Confederated Salish and Kootenai Tribes and Indian parents. If it is considered a problem by the parties involved, the school shall make advisable modification to the program(s) to encourage Indian student participation.

The Board of Trustees, the Confederated Salish & Kootenai Tribes, and the parent representatives on the Indian Education Committee shall collectively assess the meaningfulness of input in

a. assessing the significance of variation in participation;
b. Recommendation of policy modification;
c. and recommendations for program modification.

2. The Confederated Salish and Kootenai Tribes, or their designee, and parents of Indian children served in the Arlee School system, shall be provided with the opportunity to comment on the participation of Indian children on an equal basis in the school program with all other children educated by the Arlee Schools.

Not later than December 1 of each year, Arlee Schools shall hold a public meeting for the express purpose of permitting the Confederated Salish and Kootenai Tribes and parents of Indian children the opportunity to:

A. comment on the participation of Indian children on an equal basis in the school program with all other children educated by the Arlee Schools;

B. receive and review data presented by the Arlee Schools on numbers and percentages of Indian students participating in each program offered by the schools and thereby assess the extent to which Indian children do participate on an equal basis;

C. make recommendations on how the Arlee Schools might modify its education program to allow Indian children to participate on an equal basis;

D. receive a report from the school on any evaluation of education programs offered by Arlee Schools;

E. provide meaningful input into the planning and development of any education programs that the school is considering for implementation or elimination;

F. make recommendations concerning the needs of their children;

G. mutually discuss with school personnel ways by which the Confederated Salish and Kootenai Tribes and parents can assist their children in realizing the benefits to be derived from all programs offered by the Arlee Schools;

H. present their overall views on the education program in the Arlee Schools, including the operation of the school, the overall effectiveness of the school or its individual programs, and the degree of parental participation allowed.

3. Arlee Schools will disseminate to officials of the Confederated Salish and Kootenai Tribes and to parents of Indian children the following information not later than the date of the public meeting referred to in Policy #1 as being held prior to December 1 of each year:

- evaluations of any education programs completed since the last such presentation.

- any written information relating to school district plans for the implementation or elimination of educational programs.

4. Dissemination of any materials relevant to matters of concern expressed in these policies shall be delivered to the appropriate tribal official's representatives and all parents either by mail or direct handout and shall be disseminated not less than 30 days prior to the date of a meeting where formal action is expected to be made on any such issue.

Specifically, materials disseminated shall include:
- the proposed P.L. 81-874 application
- any program plans for education programs to be initiated or eliminated

5. Arlee Schools shall hold a public meeting not less than thirty days prior to the deadline established by the DOE for the purposes of:

A. reviewing and approving the P.L. 81-874 application.

B. resolving any issues remaining from the previous fall meeting, i.e. -

- discuss recommended modifications to school education program to allow indian students to participate on an equal basis if it is determined that they are not.

- continue opportunity to provide meaningful input on any relevant issue.

- discuss recommendations for modification of School Policies and Procedures based on input.

6. Arlee Schools may hold a public meeting at any time during the year when events suggest the need for significant changes which will affect the delivery of educational services to Indian children.

7. Arlee Schools holds a preliminary budget meeting in June at which time the general public, including Indian parents and the Confederated Salish and Kootenai Tribes may provide input into the general funds of the school district. This meeting is noticed in local papers.

8. Any public meetings called by the School District for the purposes set forth in these Policies and Procedures shall be noticed by mail to the appropriate Tribal officials/representatives, the Indian Education Association, and the P.T.A.; by mail or student delivered note to the parents, and shall be properly noticed in at least two of the following publications, the Char-Koosta (official Tribal newspaper), The Mission Valley News (local paper), and the school newsletter.

9. A public meeting may be called by the Confederated Salish and Kootenai Tribes or by at least four parents of Indian children for any purpose addressed in the Policies and Procedures regarding P.L. 81-874 by submitting such written notice to the Office of the Superintendent or any member of the Board of Trustees.

10. All meetings called for any purpose addressed by the Policies and Procedures regarding P.L. 81-874 must meet the requirements of the "Open Meeting" statutes of the State of Montana. (See MCA 20-3-322)

11. The officials or representatives designated by the Confederated Salish and Kootenai Tribes and/or parents of Indian children may file or register a complaint or grievance with the Arlee Schools regarding any matter addressed in the Policies and Procedures regarding P.L. 81-874. The following procedure shall govern such complaint.

Level 1: Level 1 is informal and may be written or verbally expressed to the Superintendent of Schools or any Trustee. The objective is to quickly and informally resolve the matter of concern.

Level 2: If the grievance is not resolved at Level 1, then the grievant may formalize the complaint in writing and submit to the Superintendent of Schools. The grievance shall state (1) the specific nature of the grievance; (2) the specific resolution requested; and (3) and must be signed by the grievant(s).

The Superintendent shall investigate and attempt to resolve the grievance. A written report regarding the decision and/or action of the Superintendent shall be sent to all concerned parties within thirty (30) days after receipt of the Level 2 written grievance.

If the Superintendent does not or cannot satisfactorily resolve the grievance, either party may advance the grievance to Level 3.

Level 3: If the grievance is not resolved at Level 2, eitherp arty may refer it to

Level 3 by presenting a written appeal to the Chairperson of the Board of Trustees. Upon receipt of the appeal, the Chairperson shall place the matter on the agenda of the next legal regular meeting of the Trustees or at any special meeting prior to the next regular meeting.

The Board of Trustees shall attempt to resolve the grievance. A written report regarding the decision and/or action of the District shall be sent to all concerned parties within thirty (30) days after the Trustee meeting in which it was reviewed. The B oard may request an extension of time in thirty (30) day increments within which to resolve the issue.

If the Board does not or cannot satisfactorily resolve the grievance, either party may advance the grievance to Level 4.

Level 4: If the grievance is not resolved at Level 3, the grievant may refer it to Level 4. Level 4 is the Secretary of the Department of Education. Compliant procedures are found in P.L. 81-874 Subpart C Sec 223.2x.

12. Inasmuch as state law prohibits the Board of Trustees from delegating legal responsibility, the Trustees retain final authority for the established policies, procedures, and school programs affected by this act.

LL:ams

11/17/87
12/9/87
Adopted: 1/14/88
Revised: 4/6/88

APPENDIX C

SOURCES OF ADDITIONAL INFORMATION

Sources of Additional Information

Office of Impact Aid
U.S. Department of Education
400 Maryland Avenue SW
Room 2077
Washington, D.C. 20202-6244
(202) 401-3637
fax: (202) 401-2215

National Association of Federally Impacted Schools
444 North Capitol Street NW
Suite 419
Washington, D.C. 20001
(202) 624-5455
fax: (202) 624-5468

National Advisory Council on Indian Education
330 C Street SW
Room 4072
Washington, D.C. 20202-7556
(202) 205-8353
fax: (202) 205-8897

National Indian Education Association
1819 H Street NW
Suite 800
Washington, D.C. 20006
(202) 835-3001
fax: (202) 296-8834

Office of Indian Education Programs
Bureau of Indian Affairs
1849 C Street NW
MS 3512 MIB
Washington, D.C. 20240
(202) 208-6123
fax: (202) 208-3312

For more specific information, tribes should contact their local school districts and state education departments.

ACKNOWLEDGEMENTS

Acknowledgements

LaCOUNTE DATA SERVICES gratefully acknowledges the assistance of those individuals listed below who contributed information to this study. An asterick indicates unsuccessful attempts to contact.

STATE	AGENCY	NAME
ALASKA		
	TLINGIT/HAIDA	PHYLLIS CARLSON
	KETCHIKAN	BILL THOMAS
	KONIAZ	CONNIE HOGUE IRENE COYLE
	SEALASKA	DENNIS DEMMERT
	STATE DEPARTMENT	EDDIE GENES
ARIZONA		
	NAVAJO	RAY INTERPRETER ANDREW PETE ELMER GUY
	GILA RIVER	GILBERT ENNIS
	HOPI	MICHAEL GLOVER
	HUALAPAI	RUDY CLARK
	SAN CARLOS APACHE	ALICE STANLEY
	WHITE MTN APACHE	WESLEY BENITO
	WINDOW ROCK SCHOOL	PATRICK GRAHAM
CALIFORNIA		
	HOOPA	MARCELLENE NORTON
	HUMBOLDT STATE UNIV.	LOIS RISLING
	ROUND VALLEY	JOE RUSSELL
	SAN PASQUAL	AL ROSCOE
	STATE	MARIE FONG
	TULE RIVER	MARY CAMP
IDAHO		
	NEZ PERCE	LEROY SETH

STATE	AGENCY	NAME
KANSAS		DALE DENNIS
MICHIGAN		
	GRAND TRAVERSE	PAT PUTNEY
	GRAND RAPIDS SCHOOL	PATTY CATERNO
	SAULT STE. MARIE	JOHN HATCH
	STATE DEPARTMENT	KEN COOL
		BOB CORLETTE
MINNESOTA		
	MAHNOMEN SCHOOL	BRENT GISH
	MINNESOTA CHIPPEWA	
	FOND DU LAC	RICHARD TANNER
	LEECH LAKE	DICK WOLF
	RED LAKE	•
	STATE DEPARTMENT	JOHN BULGER
		WILL ANTELL
	WHITE EARTH	JOHN MCDOUGLE
MONTANA		
	BLACKFEET	HAROLD DUSTY BULL
	BROWNING SCHOOL	IVAN SMALL
	ROCKY BOY	BOB SWAN
	FT. BELKNAP	LOREN STIFFARM
	FT. PECK	DONNA BUCKLES
	INDIAN IMPACT SCHOOLS ASSOC	LINDA BRANNON
	SALISH & KOOTENAI	•
	STATE	DENISE NIELSON
NEBRASKA		
	OMAHA	KAY CARNES
	WINNEBAGO	RUBY BELLINGER

STATE	AGENCY	NAME
NEVADA		
	WESTERN NEVADA	
	PYRAMID LAKE	JUDY THOMAS
	WALKER RIVER	JESSICA SASSER
	WASHOE	SHERI SMOKEY
NEW MEXICO		
	ALL INDIAN PUEBLO COUNCIL	
	JICARILLA APACHE	FRIEDA HAVENS
	MESCALERO APACHE	JOHN SENDO
	NISBA	CARMEN TAYLOR
	STATE DEPARTMENT	SHAWNIE NEIL REGIS PECOS
	ZUNI	VINTON ZUNIE*
NORTH DAKOTA		
	DEVIL'S LAKE	NO DIRECTOR
	FT. YATES	DENNIS BLUE
	STANDING ROCK	JIM WALKER
	STATE DEPARTMENT	CHERYL KULAS
	THREE AFFILIATED TRIBES	BERNADINE YOUNG BIRD
	TURTLE MOUNTAIN CHIPPEWA	JIM DAVIS
OKLAHOMA		
	CHEYENNE/ARAPAHO	LINDA BEAR TRACK
	COMMANCHE	OZZIE RED ELK
	PONCA	LEWIS HIDMAN
	STATE	THERESA PITTS
OREGON		
	UMATILLA	MARGUARITE ALLMAN
	WARM SPRINGS	MIKE CLEMENTS

STATE	AGENCY	NAME
SOUTH DAKOTA		
	CHEYENNE RIVER	ORVILLE LAPLANTE
	CROW CREEK	DOLLY BIRD
	OGLALA	RANDY PLUME
	ROSEBUD	SHERI RED OWL
	SISSETON	BLOSSOM KEEDLE
	STATE DEPARTMENT	MAXINE SCHOCHENMAIER
UTAH		
	UNITAH/OURAY UTE	CYNTHIA AKINS
WASHINGTON		
	COLVILLE	FRANK QUINTO
	KALISPELL	DAVE BONGA
	LUMMI/MUCKELSHOOT	JULIAN ARGEL
	MAKAH	MARY JONES
	PUGET SOUND/CHEHALIS	MELL YUCKATON
	PUYALLUP	SYLVIA MILLER
	QUINAULT	JOHN BALLER
	SKOKOMISH	SELESS VIGIL PHYLIS BRISSON
	SWINOMISH	JOHN STEVENS
	WAPETO SCHOOL	RICK FOSS
	WESTERN WASHINGTON UNIV	BILL DEMMERT
	YAKIMA	ALVIN SCHUSTER ANITA SWAN
WISCONSIN		
	BAD RIVER	*
	LAC COURTE OREILLES	*
	LAC DU FLAMBEAU	*
	ONEIDA	GRACE WILL

STATE	AGENCY	NAME
WYOMING		
	NORTHERN ARAPAHOE	MARY DAY
	SHOSHONE	JOHN WADDA
	WYOMING INDIAN SCHOOL	RAY STREETER
WASHINGTON, D.C.	BIA OIE	TERRY PORTRA
	DIV. OF IMPACT AID	DORTHEA PERKINS
		CARROL DEXTER
	HOUSE EDUC & LABOR	ALAN LOVESEE
	NAFIS	JOHN FORKENBROCK